

The Delta Kappa Gamma

# Bulletin



SPRING 1958



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THE DELTA KAPPA GAMMA SOCIETY  
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# THE DELTA KAPPA GAMMA

HELEN E. HINSHAW, Editor

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# Bulletin

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## ABOUT OUR CONTRIBUTORS

**Miss Mary Harbage** served as chairman of the First American Education Mission in Korea during the school year 1952-1953. This group was sent at the request of the Minister of Education of that country to assist in the reconstruction of the school system. A member of Phi Chapter, Ohio, Miss Harbage is now editor of *Explorer*, Scholastic Magazine's newest periodical for boys and girls.

**Miss Grace T. Lewis**, a member of New York Gamma Chapter, is dean of girls at the Mount Vernon High School. Her great interest in helping young people further their educations is evidenced by the Students College Fund which she organized in the local high school. In its 34 years of existence it has helped make study beyond the high school level possible for 100 boys and girls.

**Mrs. Louise B. Hofer**, Jeffersonville, New York, studied public education in western Europe in 1953. In 1954 she was director of publicity for an 80-member workshop studying social anthropology in Scandinavia. In 1956 a Pi State summer school scholarship enabled her to work with mentally and emotionally damaged children; in 1957 a Japan Society scholarship made it possible for her to attend a six weeks' seminar on Asia. This June she will receive a master's degree in anthropology at New York University. She is a member of Tau Chapter.

**Dr. Corma Mowrey**, chairman of the International Committee on Legislation, and well-known to our members for a number of fine articles in the *Bulletin*, is the co-chairman of the Education Committee for the People-to-People Program. An active member of Kappa Chapter, West Virginia, she is at present director of professional services for the West Virginia Education Association.

**Miss Neva Sexton**, Chi Chapter, Indiana, and **Miss Irene Roloff**, now of Mu Chapter, Michigan, collaborated on the study of Adelaide Steele Baylor for the Pioneer Women project. Miss Sexton, as state treasurer, set up the first individual record system for Indiana, in recognition of which a state scholarship was set up in her name. At the time of the study Miss Roloff was elementary supervisor in Kokomo.

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**Dr. Mary Rose Costello's** article is derived from "A Study of Speech-reading as a Developing Language Process in Deaf and Hard of Hearing Children"—a dissertation submitted to the graduate school of Northwestern University in partial fulfillment of the requirements for the degree of doctor of philosophy. This study was made possible by the Annie Webb Blanton Scholarship of 1954-55. Dr. Costello is presently working in the section of Speech and Audiology of Henry Ford Hospital in Detroit.

**Miss Tillie Hoitsma**, returned from a year of exchange teaching in London, is a member of Alpha Chapter, New Jersey. In Paris last spring, where she attended the United Nations Educational Conference, she found "belief in the power of education never stronger; the demands for its extension and improvement never so important."

**Miss Bernice D. Gestie**, editor of the Minnesota Journal of Education and a member of Alpha Chapter, Minnesota, is assisting with publicity for the International Convention to be held in Minneapolis.

# THE OLD ORDER CHANGETH



By Mary Harbage

ANY business or professional woman at times is tempted to say, "This is unfair! I'm being discriminated against and only because I am a woman!" Frequently she is right. Some men have been given promotions chiefly because of their maleness. They have had opportunities for new and exciting kinds of work when equally well or better prepared women have been considered and passed by.

Yet, after a period of time spent in the Far East I came home with more tolerance for the degree of discrimination which is the lot of women in these United States. Which does not mean that I will not still continue to do what I can to eliminate it altogether.

Not being one ever to say "No" to a possible venture, I hesitated only momentarily when I was asked if I

might be interested in working in Korea. The fact that the year was 1952 and that that country was in a state of conflict deterred me not at all. After a quick check with my family and my superintendent, the decision was made. Soon, with five other equally sincere and hopeful educators, I was being cleared and briefed by the State Department and, then, administratively guided through this project by the Unitarian Service Committee.

As chairman of the team it was my pleasure to greet the two hundred or more members of our first workshop group of Korean teachers who gathered in Pusan. We had been assured that these educators were representative of those working in Korean schools from the first grade through the college.

Speaking in your own language

and taking turns with an interpreter has its advantages. It gives the speaker time to revise the next bit of her talk, estimate audience reaction or even make a list of questions to ask her assistant later. After I had assured the group that we were glad to be with them and had gone on to say that we had not come to impose a way of education from our country but rather to help them as they found their own way, I paused.

Seong Nai Un, my Korean assistant, took over, and I looked at our audience. The front benches were crowded with men. Close behind them were more men. Men, men, men—as far as I could see.

Realizing that Nai Un was expectantly waiting for my next words, I quickly continued, "We bring our ideas, our friendship, our willingness to work—"

During the next breather I continued my search for a feminine face. Pulling my coat collar closer together, I decided that it was simply too cold for any woman to come out that day. (Little did I know that this was mild Korean weather.) Then I saw two girls huddled close together near the back of the room, and then another.

A look from Nai Un and I continued, "Keep that which is best out of your heritage and your past—"

As soon as the talk was finished, I began to question Nai Un and others. Where were their women teachers? Gradually, I began to understand. Very few women were teaching. Fewer were receiving any higher education. Actually, not many

girls were given the opportunity of having even a primary education.

The more I observed and discovered, the more nearly I became convinced that Korean women for the most part occupied positions akin to those of glorified slaves. The arrival of a new baby boy was heralded with joy by a family. A girl? Well, there was just another feminine member of the family, another mouth to feed. Wives walked behind their husbands in the streets. If there was something heavy and cumbersome to carry—the ladies had the load.

The few girls in schools were relegated to the most uncomfortable parts of the classroom. If there were seats and desks, the boys occupied them. In cold weather the boys sat in the sun; when the weather was very warm, they were moved into the shade. The girls occupied whatever space was left when the boys were comfortably settled.

At a dinner party one evening each member of our team was provided with a *kisang* girl—a lovely young person who sat by our side, helped with the intricacies of managing chopsticks, kept a conversation without words going, saw that cup and bowl were filled and, finally, entertained by singing and dancing. Late in the evening I noticed a delicate finger carefully tearing a corner of the paper from the screen-like wall. One could almost feel the quiet, curious eyes watching. Later Nai Un agreed with me that our host's wife was probably using that vantage point as a means of participation in the pleasure of the party.

On another occasion I was met by my host at the entrance of the walled compound. He welcomed me in peace. I assured him that I came in peace. Then, after the other formal words of greeting had been exchanged, he made a remark that did not fit into my carefully memorized sequence.

Turning to Nai Un, I whispered, "What did he say?"

The answer came somewhat hesitantly, "He is glad his grandfather is not alive."

That was a completely new approach to me. It took a goodly bit of explaining before I finally began to understand exactly why Grandpa would have been so deeply disturbed. I, a woman, had been allowed to enter the compound through the large gate usually reserved for men. It was then that I noticed another gate so very small that a petite Korean, much less a sizeable American, would have to stoop and bow as she entered.

The very fact that I was a woman made some real difficulties at the beginning of the first workshop. Nai Un's old father had been quite pleased to know that his son was to assist the leader of the American group. This was an honor for his son. He wasn't so sure about it when he found that the chairman was feminine. In fact, his very words were, "What foolishness is this?"

The Korean educators had the same difficulty in accepting me in the role. Those in my small class finally resolved it all to their satisfaction—I wasn't just a woman—I was

a saint. In the midst of all the hurry and bustle I had to stop and laugh. Quickly I explained that I didn't have time to accept sainthood, and, if they didn't mind, I'd continue being a feminine creature—for I liked it that way.

Gradually the problem became unimportant. I was comfortably accepted as a woman, an educator and the chairman of the group.

After a number of weeks spent estimating the situation, I decided to join the ranks of the many Korean women who were struggling for the emancipation of their sex in their country. So, in a later workshop assembly I tucked a provocative sentence into the midst of our discussion, "One of the problems in this country is that Korea is using only half of its greatest resource."

Half of its greatest resource! The comments came thick and fast. Rice paddies were being used to the fullest extent. Most of the hydroelectric power was far to the north. Mines were in the midst of the Communists. What was I talking about?

Quietly I answered, "The greatest potential in any country lies in its people. An educated population can make a great contribution to the welfare of a whole state. I repeat, Korea is using only half of its greatest resource."

Slowly one of the highly respected elders of the group rose to his feet. In the tones we would use with a kindergartener he said, "But, Miss Harbage, you don't understand—the heads of Korean women are empty."

I practically sputtered, "Empty?"

Of course they are empty! How can they be otherwise? Your wives and daughters spend most of their lives within the inner courts of your homes. Some of you don't even converse with your families. You seek your recreation outside your homes. Your wives and daughters are so eternally busy with the drudgery of daily existence that there is no time for them to think, to learn, to contribute on a wider scale."

A gentle tugging on my sleeve reminded me that thus far the whole exchange of words had been in English. As Nai Un began to translate I reviewed what I knew about the Korean housewife's day. There was the endless cooking—for, if enough food was available, the Korean gentleman liked to have his bowls of rice surrounded by at least seven side dishes, each one requiring careful preparation—and this three times a day.

The washing took long hours, for seams of best clothes are removed before anything is even dipped into water. Then there was all the sewing to be done again after the long process of washing. Ironing was done by two women with paddles working carefully as the beautiful materials were "beaten" into shining perfection—and the favorite everyday costume of the older Korean gentleman consists of a pure white long coat over full white trousers!

Another of our workshopers was beginning to speak, "But, Miss Harbage, our women are so lovely, so charming. Those ladies who work for education are so aggressive."

Shades of Susan B. Anthony! I could only suggest that pioneers, in order to open the way for others, often had to assume aggressive roles. I agreed that many of their women were completely captivating—but insisted that I felt that charm did not become less if educated. Their faces told me this was not enough of an answer.

Slowly Mr. Kim claimed his right to speak. As I heard the words "Ha-ba-je Pax-a," every eye in the auditorium turned toward me. When they turned back to Mr. Kim, there was a murmur of assent. Another series of sentences. More nodding of heads. After the next part of the talk there seemed to be complete agreement. Looking at their faces, I wondered what my friend might have said to bring such satisfaction.

Swiftly translating, Nai Un said that Mr. Kim had pointed out that at this time I was hardly behaving in a charming manner. Much agreement. But, he had continued, wasn't it a fact that I was a well-educated woman? Again agreement. And wasn't it also fact that I could be most charming? I blessed the nodding heads and Mr. Kim. A fraction of a point had been made.

My schedule was already pretty crowded, but I began to add a few extra talks for women to my calendar. It wasn't difficult to draw a crowd, for my fair skin, curly hair and general size made me something of a curiosity. In fact, I began to recognize the words, "Come out of your houses, come out, come out! The lady educator is going by!" As



I went by, I was apt to collect my audience.

Nai Un had always been at my side during any talk, but we decided that, to further the cause of women, Hwak Sie, my lovely and shy young translator, was to take his place. Hwak Sie was terrified at the whole idea, but on the first so-appointed day she walked to the platform with me. Taking one look at the audience, she placed herself directly behind me and held on to my elbows for support. When I stopped, Hwak Sie would peek out around me, give a perfect translation and then go into semi-hiding again.

The two of us were kept quite busy in our unscheduled hours. In one school a scholarship was presented so that a little girl could go from third to fourth grade. This was a happy occasion. A commercial high school which had a few girls as students asked us to come and discuss the question, "Is it a disgrace for

women to work?" We took care of that one.

After an interesting series of days spent at Kyong Puk University, a co-educational school, I noticed Dr. Cho with a look akin to wonder on his face. After the faculty and students had left us, he said, "I am amazed at the fine questions our girls asked. Some of them were better than those suggested by our faculty members!"

I was learning. I didn't say a word in answer but only smiled. Deep down inside I sang a bit of the doxology, for here was a man who had great educational influence in his country.

Perhaps the greatest satisfaction I knew came when Mr. Kim, one Monday morning, asked to talk in our open meeting. Slowly and somewhat hesitantly he described the activities of the day before. He and his family had taken a long walk into the hills. His wife had prepared a simple lunch, which they enjoyed together. In the afternoon he had played with his children and talked with his wife. It had been a happy day for all of them.

To us this would sound like an ordinary experience, but to this group of men it was different and unusual. You could almost follow the sequence of their thoughts—Mr. Kim is a highly respected member of the group—he tried spending a day with his family—it was pleasant—well, perhaps . . .

During the final workshop in Seoul it was suggested that Miss Yun, a primary teacher, should be the li-



brarian for the group. This was the first time a woman had been elected to any position—other than participant! The number of feminine participants had increased, too.

Near the close of the six weeks' period, time was set aside for an unnamed member of the workshop to present a special talk. Imagine our surprise when Miss Yun came forward to address the whole assembly. She had written the talk herself, and it had been passed upon by the planning committee. First in faultless English and then in Korean she said,

"Across the wide Pacific Ocean from the American continent you visited the Republic of Korea in the Far East. We met you in this ruined city of Seoul, where the battle line is so close, where the dreadful noise of artillery is roaring, where tired people are looking for something hopeful. You brought us the ideals of democracy. You built in our hearts an everlasting movement which the flood of time cannot destroy. You

taught us so sincerely. We felt behind your every educational action a kind of human love. We promise you that when the day of a unified Korea comes, we will tell our North Korean brothers that in the year 4286 you were here and that you brought with you ideas, ideals, friendships and true learning. We don't want to say goodbye. You please come again."

I am preparing another surprise for Korean gentlemen. With the help of Delta Kappa Gamma I brought Hwak Sie to this country to study. Soon she will be returning to Korea, a very well-educated young woman. What's more, I am certain that she is more charming than ever before.

It has long been the custom in Korea that when a woman reaches the age of 61 she is, at long last, free to make some of her own decisions and govern her own actions. Perhaps Miss Yun, Hwak Sie, and even I, have contributed a bit to making the day of freedom come a bit sooner and helping women find the wisdom to use that freedom well.



Every failure teaches a man something, if he will learn.

—Charles Dickens.

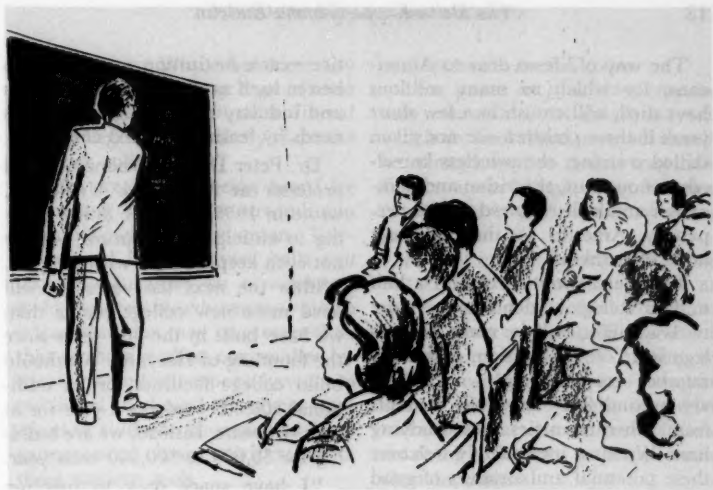


Attention is the stuff that memory is made of, and memory is accumulated genius.

—James Russell Lowell







## Our Greatest Problem

By Grace T. Lewis

IF A dozen intelligent Americans met to discuss some of the major problems of the United States today, there would be at least a half dozen different nominations for first place. Our greatest, and most dangerous, problem, really, is best described by the title of a recent pamphlet, "The Closing College Door."

The steadily increasing number of children entering school and, thus, of young people applying for college entrance; the grave need for such trained minds; the subsequent need for more and more teachers on all levels, at a time when the number of teachers has been steadily declining; the lack of adequate facilities on all levels to meet present requirements

and the complete inability to build fast enough to keep up with the mounting needs; the difficulties of the non-state-supported colleges and universities, particularly the plight of the independent liberal arts colleges and, especially, the women's colleges—all these are phases of the same grave problem that faces the United States today.

### These Are the Facts

To summarize, the facts are these:

Since 1944 forty-six million babies have been born in this country. Someone has called them "little savages," someone else "foreigners." They are both—without training and education.

The way of life so dear to Americans, for which so many millions have died; will vanish in a few short years if these children are not given skilled training, the priceless knowledge of our past, the vision and dedication and skill required for its perpetuity. America IS the last great hope of mankind.

There are about three and a half million college students today; over twelve million will be ready for college in 1977. In addition, with their number constantly growing, there are around forty thousand students from other countries now studying here. We must increasingly welcome these potential ambassadors of good will.

During World Wars I and II Great Britain gave us time to prepare. No nation can help us solve our educational problem. Under pressure, we can erect buildings in a year or two; it takes four years, and more, to prepare high school and college teachers.

Last year the Princeton Alumni Association warned its members: "The public does not realize the shortage of teachers will be something the like of which this country has never seen before. This is a much more serious cause for worry than masses of students."

The president of the University of New Hampshire in his 1956 yearly report wrote, "There is a shortage of trained manpower. More engineers and scientists are needed. This means more teachers. As the shortages mount, the competition rises, and pirating becomes a widespread prac-

tice—each institution attempting to better itself at the expense of others and industry attempting to meet its needs by 'eating the seed corn'."

Dr. Peter Drucker, economist and professor at New York University, wrote in 1955, "We are doing nothing to anticipate the future; we are not even keeping pace with the past. Within the next ten years we will need more new college plants than we have built in the 300 years since the founding of Harvard. We should build college facilities for an additional 500,000 students a year for at least ten years. Instead, we are building for 50,000 to 100,000 each year.

"I have space only to mention with a kind of horrified fascination the further question of teachers. We will need many, many more on all levels. Yet, instead of training more, we are training fewer than we did fifteen to twenty years ago."

Do you know that—  
—in one-third of our states there are no special requirements for teachers of mathematics?

—since 1950 the number of new college graduates qualified to teach mathematics and science has declined more than 50 per cent?

—during the years 1950 to 1955 the number of high school teachers dropped 42.8 per cent?

Clearly the emergency is upon us.

#### The Liberal Arts College Problem

Many of us look back with complete satisfaction upon the experience we were privileged to enjoy in a large university and in a non-liberal

arts program. Why, therefore, any special appeal, in these days of mass production, for the smaller liberal arts colleges, particularly for the women's colleges?

Pleas are already being heard for revamping and further streamlining mass educational production. Television and larger lecture halls can provide education on a wholesale scale, tailored by educational giants whose erudition may be greater than that of those staffing our smaller institutions. Indeed, reports have been published to show how much more education students have gained from experimental classes conducted with these modern tools.

Undoubtedly, there is some place for such media, but for large numbers of young people there is, and will be, no substitute for personal contact with great (not necessarily famous) personalities. Scoff as they sometimes may, our most thoughtful and promising young people still crave the chance to talk things over, and out, with an adult whom they can respect intellectually and morally. Repeatedly, and on many campuses, young people have ruefully admitted their feeling of disappointment and loss because they had no intimate contact with any faculty member, even though assigned an adviser.

Something infinitely precious has been lost, in these critical years, from the college experience and can be found nowhere else. Amid the confusion, uncertainty and turmoil of our day, the human spirit needs an oasis at which to pause. The college

student needs it even more.

In a paper such as this, one can only enumerate, not detail, ways in which the liberal arts program should be strengthened so that it may continue to make its unique contribution to an even larger number of young people.

Money certainly isn't everything, but colleges cannot do without an increasing amount of it. Today, on nearly every campus, the faculty is called on to subsidize the students by working without adequate compensation. Many must take on added tasks, often at the expense of their teaching function, to supplement their incomes.

As long as this is true, there will continue to be justifiable difficulty in recruiting from among the best young people graduating each year. A report for 1953-54 made by the Council for Financial Aid to Education gives the average salaries of teachers at the undergraduate level in the 184 non-denominational independent liberal arts colleges reporting as \$4,245. Public school classroom teachers in Mount Vernon, New York, with master's degrees have a \$8,200 maximum.

Without doubt, higher faculty salaries, more adequate endowment and more modern equipment will strengthen and are basic to the survival of Grade A colleges.

Today, with national magazines featuring the freedom and attendant pitfalls surrounding high school and college youth, the need for a better adviser-student relationship is vital. Not only additional time to spend in

making these contacts is needed but also, in some instances, changing the type of adviser will do much to strengthen this vital service.

There is so much pressure for members of college faculties to get advanced degrees and so little recognition of the need for learning how to present material to classes that it is not uncommon to hear students complain that their professors know their subjects, but not how to present them. It has long been accepted that elementary and high school teaching require methods courses. Why should such courses not be required for college teaching also?

With the increasing scarcity of candidates for college faculty positions, the present competitive spirit evident in securing "big names" on faculties cannot but increase the stories of master teachers who failed to be recognized and rewarded as such, or sometimes even retained, because they had not produced enough written material in their fields of specialization. While educational leadership may come from creatively contributing to the sum total of human knowledge through writing, it is equally as great a force if it trains and stimulates young men and women to make their positive contribution to world progress and betterment when they have left college halls.

There is no doubt, more liberal support would relieve many of these pressures and would free colleges to recognize individual differences and strengths of their several faculty

members. The Greatest Teacher of all wrote no books.

A small college can often be more elastic in experimentation and in watching its effect on individual students. To the delight of their real students, some colleges are allowing them to attend lectures given by the most popular professors, at will and without credit, provided that their regular work and assignments do not suffer and provided, of course, that those regularly taking the courses are not crowded out. This is, probably, the most nearly ideal form of education and is easier to allow in the smaller institutions. An extension of the practice of providing seminar courses for the gifted would give them a greater opportunity to know their contemporaries with similar interests and to explore new fields of knowledge under sympathetic, friendly professional guidance, companionship and friendship.

Probably this next suggestion will find favor neither with authorities nor with students. Today's college world too often must be confined to four days a week—too short a time for thorough study, contemplation (is there still such a thing?) and real scholarship on the part of the socially-minded. Friday is part of the weekend, when the great American habit of getting where you are not is developed; Sunday is devoted to getting back from that spot. Even those with the greatest potential abilities are becoming seriously infected with week-enditis.

Some of the values of living in a college community must be lost in

the highly stepped-up tempo of modern campus life. Is not a small liberal arts college a good place to start another form of experimentation: a serious investigation as to whether there is not a happy medium between the "good old days," when social life with the opposite sex was at a dismal minimum, and today, when a week-end spent under the same college roof, alone, is a "lost week-end"?

All these modifications of present programs require funds and more funds.

#### A Call for Action

These are no times for the faint-hearted or the defeatist! There is immediate action each of us should take. It is part of the business of college alumni and educators.

If any are unconsciously and carelessly selling the teaching profession short by carping criticism among friends and/or before young people—STOP! Pages have been written on this form of betrayal and its dire consequences, but it continues.

A college junior who, after much soul searching, has decided to become a high school mathematics teacher, when asked about her pres-

ent math course said frankly, "The professor is horrible! He is a constant complainer and fault-finder."

Never forget, or be too busy, to take the time and trouble to talk individually with boys and girls about the rewards of teaching—and these are many and rich. The profession desperately needs constantly to recruit numbers of the best youth of America.

Learn the facts, barely outlined here. Get the *free* material supplied by the Council for Financial Aid to Colleges, 6 E. 45th Street, New York, N. Y. Their "The Closing College Door" is valuable.

Use the facts after you get them. Outside of vital church work, there is no greater work the women of America can undertake than to save our colleges, particularly the smaller liberal arts college and especially those for women—they are so few and have but a handful of active and influential friends.

How can you use these facts? Give friends and acquaintances—anyone who will listen—the same feeling of extreme urgency you have. Persuade your husband, your male relatives,



to adopt *comparable giving*.

A letter, signed by a Mount Holyoke husband, recently sent to each husband of a Mount Holyoke graduate, said, "I am convinced that the only fair and wise thing to do is to see that when your wife makes her gift to Mount Holyoke this year she makes it at least equal to the gift you are giving to your own institution. This year my wife will . . . and I do not intend to cut down my gift one cent."

Many a man who contributes regularly to his own college during his lifetime and makes it a beneficiary in his will could be persuaded to make a like provision for his wife's college.

Work for and give to your own institution—give all you possibly can. Advertise it, unobtrusively, whenever you can. If you are a graduate of a state college or university, supported by taxpayers who are increasingly aware of our national educational perils and are providing tax money for meeting them, have you the vision and will you take the trouble to find a private institution which is bravely, and with increasing difficulty, supporting itself by private solicitation?

There have been no summary records kept of the literally hundreds of millions of dollars that private individuals, foundations and industry have given to students now in college and to graduates still living. While in a small number of cases, percentage wise, it would require a measure of sacrifice to do so, how many of these recipients have felt a compelling sense of duty to repay

the money they received or present the same amount to their colleges? Further, how many who paid the regular charges have assumed the difference, or felt any obligation to assume, or even to learn, the difference between what they paid and what it cost the college to educate them?

The president of Goucher College wrote last year: "Each full-time paying student now costs us approximately \$400 above and beyond what she pays. Unless we could build up endowment at a spectacular rate, we would [if enrollment doubles as prophesied] be forced to reduce drastically our teacher-student ratio or we would become insolvent . . . The same is true of physical facilities. We have to go out and scrounge for every penny that we add to endowment and buildings. It seems to me inconceivable that we would raise, in the next ten years, an amount of money that would enable us to double our size . . ."

This paragraph can be repeated truthfully by every president of an independent, non-state-supported college, with a lesser or larger figure inserted in place of the \$400.

Women have control of some 80 per cent of the national income, we are told. From time to time the connection, or lack of it, between women's incomes and their gifts to women's colleges has been noted. A per capita cost study, made some time ago, comparing the resources of men's colleges, coeducational colleges and women's colleges within a certain radius of New York City, would

be laughable were it not tragic. Even the new heavy scholarship awards now being made by industry and the Foundations go almost entirely to men.

Recently an article appeared in the *Goucher Quarterly* asking, "What IS the matter with Women?" Probably not a month goes by without a newspaper recording a gift of some form of valuable memorabilia, as well as money, by a woman, often a college woman, to a man's college—her husband's, perhaps. Why did she not make her gift to her own college? Why do the women's colleges note these generous donations with approval and without mentioning their own tragic needs? Why commend her for forgetting her own "family"? What IS the matter with women?

Two years ago, a business leader said that in fifty years the small liberal arts colleges, as they are today, will be gone. That will be true unless we *do* more than just talk, more or less emotionally, depending on whether or not we have growing children ourselves who are affected.

The colleges now able to prepare for substantial increases are already large. Some young people can adapt well to a college of any size, but how many parents really want to send a 16 to 18-year-old daughter, probably away from home, to an institution of 45,000 to 50,000 young people? Scores of sensible young people do not themselves relish such a prospect.

We are being drawn into a vicious circle. State universities are securing increased appropriations. In the more difficult tomorrow the average

taxpayer will feel he has met his obligation to higher education financially through the educational taxes he pays. His loyalty and that of his family will go to the universities they have attended. Where is the small college in this picture?

Many of us who have worked in a community for some years have made at least one connection who will listen to us sympathetically. Armed with facts and with a passionate belief in their importance in our national future, we may even surprise ourselves in the success we have in securing financial assistance for a college. Out of a dozen turn-downs one success may be secured. This takes time—but what is really more important?

Recently a nationally known teachers college sent a questionnaire to its graduates. A return of 75 per cent showed that 43 per cent of those answering had made *no wills*. Those polled presumably constitute an educationally superior group, above the average in education at least. They were all probably over 30 years of age, had accumulated something besides debts, knew death is inevitable for all.

A church administrator recently said he had been impressed by a request from his college that he put *at least \$100 in his will* for his college. He added, "I don't have much money. I never thought I could afford to leave anything to my college, but I certainly could leave it \$100."

There are approximately three million women college graduates in



this country. Many could do much more than that minimum asked for; all who have not yet made wills could save that much—and more—for their estates by making one, now.

In this country there are 1,950 colleges—600 two-year colleges and 1,350 four-year, of which 200 are women's colleges. Three-fourths of these are privately owned and one-third are technical and professional schools. Only 1,950 exist now to meet the needs of over twelve million young men and women in rapidly approaching 1977!

If big business men would get together and one or more concerns would accept the sponsorship of each of these precious few, we would make substantial progress in solving our crisis. If representatives of these concerns would sit down with college trustees and presidents and outline a long-term program of financial assistance, colleges could confidently embark on long-range planning. Each college has just two financial problems to solve—how to provide for sensible expansion and how to secure sufficient endowment for upkeep and adequate faculty salaries.

Probably most of us have some slight investment in American industry. This entitles us to advise the management as to how we feel stockholders' funds should be spent. If 10,000 college women wrote letters to "their companies," industrial concerns would take notice. Read company reports, write to the president and give him a chance to see the vision you see—a chance, even by 1977, for every boy and girl who has

the ability and ambition to study to do so; a chance which really involves our country's future existence. It is as serious as that.

If you think their present educational gifts are inadequate or are given on a wrong basis, politely point this out and ask for a re-study of their basis of award. For example, one big industry advertised it would match any gift an employee made to his own college in any one year, up to \$1,000. Few of their employees in the higher brackets are women, so, unless these women have independent incomes, few can secure a gift of any size for their colleges.

Several concerns have announced they will give only for the training of engineers and, so, will not give for the training of women—"women cannot take rough engineering assignments"—ignoring the fact that 14 to 16 years of learning (*and teaching*, much of it by women) are needed before competent engineers are graduated.

In the not far distant future, women will have to teach more and more young men, not only in our high schools and our colleges, but in universities as well. Self-interest, as well as patriotism, should make every industry and business conscious of the value of college-trained brains, regardless of sex. Even these concerns are conscious of stockholders' reactions. Write and see.

Each of us can and should do all these things. Inertia, inaction and mere chatter are enemies of the Republic in these days of confusion and national peril.



## Where There Is No Will--- There Still May Be a Way



By  
Louise B. Hofer

"DO MORE traveling in active employment days, not just for the fun of it, but also to learn more about the world and its problems," urged Agnes Samuelson's inspiring article in the Fall, 1957 issue of *The Delta Kappa Gamma Bulletin*.

Did you say, "I'm all for it, but I simply cannot afford to go on any extended trips."?

Really! Well, where there is no will in which you have been named a beneficiary, there still may be a way. Fulbright exchanges are ideal, but for many with home obligations they are out of the picture. The Overseas Workshop may be your ticket. Sister Victims of Dromomania (Wanderlust), take courage and travelers' checks in hand. Your fever, too, can be alleviated.

(Symptoms of true dromomania are accelerated heartbeat while read-

ing travel magazines, requests for "free, illustrated brochures" flooding the postal system, frequent annotation of second-hand guidebook margins and a rush of multi-hued travel posters on home and classroom walls.)

Teachers tire of describing what they have read about and dreamed about, but have never seen. Warmed-over anecdotes from a literary hash of travelogues, newspaper clippings and the meat of textbooks past their prime cause teachers—if not their hardy, captive, student audiences—acute mental indigestion, plus chronic frustration. The brightest, four-star audio-visual aids lack luster when presented by a "guide" who must admit to a succession of students that she has never worshipped in St. Paul's nor on top of Fujiyama, never dodged bicycles in Copenhagen

nor taxicabs in Place de la Concorde, never ridden a camel nor a jeep to the pyramids, never admired Swedish modern in its natural habitat nor carried home a Swiss music box to sprinkle each day with melody.

It is no use explaining that teachers are subject to the same sundry taxes, doctor bills and grocery tariffs whittling away the pay checks of other workers. The amount of energy expended in such apologetics can be channeled to better advantage in assuming an extra job—tutoring for the Bureau of Physically Handicapped Children, for example, or serving as a county newspaper columnist. This can provide a tenuous shoestring on which to manage a soul-satisfying summer abroad. Those will be pinch-me days, well worth the penny-pinching years!

For a first workshop, hundreds of teachers will recommend signing up with a university group routed overseas to study public education in Europe. Not only is this an opportunity to accrue six to eight credits toward a degree, but leadership by experienced professors means that undesirable accommodations have been eliminated and all modes of group transportation have been scheduled to the quarter hour. Thus, precious time before and after classes can be stretched to include browsing, fraternizing, photographing, hiking to castles, visiting institutions and hearing European specialists lecture in fluent English. Traveling friends advertise this to be true of college-level workshops to other continents also.

There are ways to recoup the wallet also, if not the bank account. With a twenty-nine dollar camera, beginner's luck will provide enough good slides to swell the attendance at local P-TA's. After this it is a common experience that church, professional and civic clubs seek the services of the teacher-traveler and mention their usual fees for guest lectures. Teachers who may shy away from lecterns before brightly lighted audiences find themselves relaxed behind a projector in a darkened hall. Each slide awakens anecdotal reminiscences, and the effect is spontaneous and dramatic. Added to this type of revenue may be checks from local and county newspapers which pay by the inch for prose that is accurate and timely; it need not be immortal.

Professors welcome this simple letters-to-home type of news reportage and have been known to accept it in lieu of a term paper. Some have also recommended such junior journalists to remunerative positions writing publicity for ensuing workshops. As no one becomes an authority on anything in six to ten weeks, not even in the eyes of the family circle, the urge to go again and walk the crepe soles off another pair of sturdy brogans is usually overwhelming.

Colored slides snapped on such trips—from fishwives to landscapes, with a liberal sprinkling of native handicrafts—have proved to be marketable to airlines and other associations processing packets of slides for classroom purposes. A story by one American school teacher about meet-

ing Kål Margit, a half century after Andre Zorn painted the blonde Dalecarlia beauty, made the *Herald Tribune* published in Paris.

Although there may be as many things one must do without *after* returning home as there were *before* making the trip, new correspondents, new interests and a wealth of memories more than compensate. The teacher-traveler gains a deeper appreciation of Leif Ericson after herself viewing an iceberg in the night off Labrador; she may experience

total recall of the mood engendered by a rainy morning pilgrimage through cobbled streets to the home of Hans Christian Andersen. There is the translatable joy of having been in Paris, managed by living on one meal a day, the thrill of having been introduced by a British friend to the Lord Mayor of London and escorted later to the ancient Goldsmith's Guild. The delight of learning folk songs and dances from patient nationals, the memory of a fairy-tale existence in old Heidelberg and the perspective gained by meditation in a Viking cemetery—all make every sacrifice worthwhile, a thousand times over.

Previous contacts on the continent made by the professor in charge give open sesame to people and places above and beyond the average tourist's odyssey. Five members of a workshop studying social anthropology in Scandinavia had the great good fortune of being invited by Dr. Albert Eskeröd of Stockholm's Nordic Museum to accompany him on an archeological "dig" to Helgeon Island. The total workshop spent a never-to-be-forgotten day in the presence of Thor Heyerdahl of *Kon-Tiki* fame, fascinated by his theories of navigation, visiting the historic balsa raft that had drifted 4,000 miles from Peru westward across the Pacific. The workshop discovered this intrepid explorer has established a scholarship fund enabling Norwegian boys to broaden their horizons through study abroad. Several of *his* boys are in the United States for this purpose at present.



So many souvenirs to take back to classrooms cost only a few pennies, but as passports to understanding they are worth their weight in gold. Paper dolls depict authentic costumes of various countries; photographic postal cards can be handsomely enlarged upon a schoolroom screen by an opaque projector. Some helps for projects cost nothing at all: landscapes in watercolors on the covers of ships' menus, bilingual and pictorial maps from travel bureaus, packets of beautifully illustrated leaflets mailed by BBC to accompany their broadcasts to schools, a tiny jar of sand from a world-famous beach, flowers to press and later imbed in plastic.

Travel revitalizes not only the teacher but also the curriculum. Arithmetic takes on a new dimension after a display of foreign coins. In science there can be experiments with the effects of copper and iron vessels upon the preparation of natural dyes from birch leaves, spruce

needles and lichens, as used in Scandinavia. It is a rewarding experience to exchange albums and letters with schools abroad.

Having gained a wider frame of reference, we see our America the Beautiful fall into clearer focus between cliché-ridden patriotism on the one hand and unconstructive criticism of her problems yet unsolved on the other. Traveling teachers find they are on better terms with themselves, too, for having shifted into high gear on that long road toward fulfilling that moral obligation of all democratically-minded citizens—to develop to one's fullest potential.

In teaching, as in writing, no experience is ever wasted. Travel reanimates our profession: thought patterns undergo sharp, exhilarating changes; there are things to learn—and things to unlearn. Every trip is a peek, a teaser and another opportunity to be an ambassador without portfolio—an honorable estate.



A teacher affects eternity. He can never tell where his influence stops.

—Henry Brooks Adams





## A Program for People-to-People Partnership

By Corma A. Mowrey

ON SEPTEMBER 11-12, 1956, a group of leading American citizens representing our nation's economic, social and cultural life assembled at a special White House Conference in Washington, D. C. They were called together by the President of the United States to discuss ways and means for building new roads to international understanding.

This conference, highlighted by President Eisenhower's enthusiastic personal endorsement, resulted in the

organization of the People-to-People Program with 41 committees representing the vast variety of American interests and activities. This People-to-People Program has unlimited possibilities. Likewise, it has a two-hundred-years-old background that makes it especially appealing.

The task assignment of People-to-People, as expressed by the President, is "to encourage American citizens to develop their contacts with the peoples of other lands as a means of

promoting understanding, peace and progress."

Friendship between peoples is built on understanding, and understanding is nurtured by exchange of information and ideas and by neighborly association. For such association Americans are by nature well-fitted. On their own initiative, they have forged ahead in making such contacts in many areas—in business, in industry, in science and in the arts.

The international political situation presents a new challenge to Americans as individuals. Through his own efforts and through group action, every American can do much to win the friendship of other peoples and in so doing strengthen the cause of freedom and world peace.

Said President Eisenhower, "... if our ideology is eventually to win out in the great struggle being waged between the two opposing ways of life, it must have the active support of thousands of independent private groups and institutions and millions of individual Americans acting through person-to-person communication in foreign lands."

Many institutions and groups are already doing extensive work of this nature, but a tremendous potential exists for further activity. What is now envisaged is, first, an effort to increase the national consciousness of these vast possibilities and, then, to achieve a growing volume of friendly contact and communication—and understanding—between Americans and other peoples throughout the world.

More than two centuries ago one

of our greatest patriots, one of our most respected and revered forefathers, called attention to three steps that he believed were essential to the achievement of mankind's most cherished goal—a durable peace in the world.

This exceedingly wise man said the road would be a long and difficult one, but his broad vision was so keen that the three moves he advocated are among today's most promising hopes for reaching the kind of peace for which the world has so long yearned and prayed.

Benjamin Franklin's first proposal was to develop the threat of massive retaliation from the air as a means of deterring aggressors from starting wars. Considering the age in which he lived, this is an amazing observation, but he made it in a written statement to The Royal Society at the time of the first balloon flight.

Franklin's second step advised that the nations of the world had to get together and try to settle their differences "without first cutting each other's throats." Today, the United Nations is doing its utmost to carry out this objective. Thirdly, Franklin believed that one of the most important steps toward peace in the ultimate sense was free and open communication between the peoples of all countries.

The particular part of the work to be done through the People-to-People Program is based upon the assumption that no people, as such, want war—that all people want peace. If we are going to take advantage of the assumption that all people

want peace, then the problem is for people to get together and to lead governments—if necessary, to evade governments—to work out not one method but thousands of methods by which people can, gradually, learn a little bit more of each other.

There is no substitute for the person-to-person technique in human and world affairs. Secretary Dulles has traveled tens of thousands of miles around the world, not because he is a vagabond by nature, but because there is no better way for men to understand each other than to sit down together on a person-to-person basis and talk over mutual concerns. If you have ever seen the form and language of a coded diplomatic dispatch, you can appreciate the difficulty of trying to put over in such a way the fervor of even the most ardent desire to bring about a meeting of minds on any vital issue, particularly a controversial one.

To be sure, most of us are not directly responsible for such critical matters, but we are, each of us, representative of the United States of America—its business life—its professional life—its social life—its home life—its attitudes on an endless number of subjects. We are personally responsible for a people's answer to the people of the world on so many questions that only responses from us, as a people, can answer with conviction and persuasion.

Why are we so alive to the situation in Hungary today? It's a people-to-people sensitivity. We may not understand the actions of the so-

called leadership involved, but we are revolted by the consequences of what they have done. By every means at our command we are reacting with people-to-people assistance. Surely, if such action can be so helpful at a time of stark international tragedy, it can bring equally effective influences to bear under other circumstances and, in the long run, put a permanent end to such insanity.

In fact, the continuing crisis in Hungary and the dangerous pressures of tensions elsewhere make this program more urgent by the hour. As always, it is the people of the world who must endure the cost of such unsettled years as these. You see, the success of this program is not dependent upon a complete and detailed knowledge of all the intricacies of foreign policy. It is the simple truths about ourselves and our passion for peace in a free world that need to be told, as only a liberty loving people can tell it.

Much progress has been made in the nine months since the People-to-People Program was launched. Now 41 committees are operating. The People-to-People Foundation Incorporated is in business. More and more resolutions are being passed in support of the program. Innumerable activities are going forward. As the programs of the committees take shape, hospitality stands out as a constant factor among plans otherwise diverse and keyed to numerous interests.

True to the American tradition of sincere friendliness and neighborli-



ness, every committee is putting hospitality to foreign visitors high on its list of projects. Good reasons account for the salient position hospitality occupies. Here are three: first, opportunities for hospitality abound; second, everyone can participate; third, results can be spectacularly good.

In the months ahead, students, teachers, business men, scientists and just plain people from many countries will come to the United States. Some will come as private travelers; others, under auspices of a variety of public and private agencies. Exchange of persons abroad will be carried on through many agencies.

In the next twelve months, if past records are any indication, nearly seven hundred thousand overseas travelers will visit us. Almost every community will have one or more of these persons as a guest, eager to see, hear and learn about America.

The impression each of these visitors gets from his host, the warmth and sincerity of interest shown in him and his country, his opportunity to observe American ways of life, the host's desire to demonstrate a mutuality of interest—all of these will add up to winning or losing a friend and goodwill ambassador when the visitor re-

turns to his native land.

"Professional and technical skills are not the only benefits which our foreign visitors seek," Secretary Dulles has said. "They also want to communicate with Americans in an informal and personal way, and this is where the individual makes his splendid contribution."

One meeting of the Education Committee in the People-to-People Program has been held; an executive committee has been named; a statement of purpose has been developed; a projects committee is at work and will make recommendations within the framework of purpose. In the field of education innumerable activities and projects are already in effective operation and have been for a long time. These need to be expanded and increased, and they





will be. The purpose of the program is to intensify what we have been doing in trying to demonstrate to the world that freedom is the preferable form of society.

Any suspicions, fears or doubts that the People-to-People Program is another government-directed plan should be dissolved. While it is true that government originally suggested the approach, President Eisenhower himself was not its only creator. As far back as mid-Truman days, the State Department's huge public affairs establishment (later converted into the U. S. Information Agency) began seeking out private groups to do abroad what government could not do nearly so well. From the start the government has only proposed general ideas. The success of the entire program depends upon a two-way give-and-take, not a one-way undertaking of "projecting America" abroad.

If doubts remain in foreign minds about the sincerity and spontaneity of this program, perhaps they can best be dispelled by its very multiplicity, its typically American combination of all sorts and kinds of people getting into the act with a bit of confusion and overlapping. The chairman of one committee uses athletic Madison Avenue language to describe the task ahead as simply an "all-out public relations battle with the Soviets." On the other hand, a professor lectures loftily about "special-problem-centered research" and "building accessibility into the structure." All of this is a part of the variety. If the program can con-

vince other peoples that each American is wholeheartedly on his own when he talks to them, that in itself will be a triumph.

There is a job to be done to see that the truth about what we stand for and are trying to do is at all times available to people around the world. This means that use must be made of every medium and vehicle of communication and understanding as fully as possible: radio, television, moving pictures, magazines, newspapers, news services, pamphlets, books, libraries, reading rooms, lectures, educational aids, English teaching, seminars, exhibits, shows, concerts, exchanges of students, teachers, and many, many others. Through such efforts we must bring to bear on this problem the everyday contacts that people, parents, teachers, pupils and organizations have with persons overseas in the course of business, travel, hobbies, professional work, arts or pursuit of other interests.

Sometimes, due to turns in world events, these contacts with a particular people have to be curtailed. The important thing is not the rise and fall of the volume of activity in any given place but the clear acceptance of the over-all main direction of an activity. This must be to pursue, as vigorously as circumstance will permit, the ultimate objectives of developing mutual understanding with other peoples, understanding of where we stand in respect to fundamental aspirations.

Mutual understanding between peoples, however, is not enough in

itself to guarantee long-range peace. Results of such understanding must become reflected in the policies of governments. The policies of governments, in turn, must become reflected in a successful United Nations organization.

If we are to see this kind of governmental and international accord, in every way we can we must write into the story the ever-strengthening theme of genuine reciprocal understanding between peoples, confident that our differences will more and more melt away, our likenesses will more and more shine through and enduring peace will more and more become not just a hope, but a reality. To this end, the purposes, the work, the activities and the programs of People-to-People are dedicated.

This is not alone the job of a few full-time experts; it is also the job of all of us. Private citizens, seeking the ways of peace, may be able to do what governments in themselves have failed to do. Through an exchange of ideas, views and contacts, foundations are strengthened in the many fields in which interchanges have been going on in America and Europe through science, education, culture, commerce, agriculture, sports and the arts.

The conference in Rome, October, 1957, was devoted to discussion of ways and means of bringing peoples of the world closer together in friendship, appreciation and understanding. The purpose was to motivate two-way communication on all levels of human activity and aspiration. Meeting with representatives from

Belgium, England, Austria, France, Switzerland, Italy and Greece, the American group had an opportunity to learn what is being done in these countries to develop and carry out programs for consolidating the ties uniting free nations.

"Around green tables, rather than on battlefields, mankind finds the inspiration and challenge. Here we truly realize that mankind does not wish to go further into the Atomic Age with hands chained to atomic fears and slavery, but with his hands free, holding high the torch of atomic freedom, lighting the way into the new world to bring warmth, food, health and happiness to all the world's millions," is the way Charles E. Wilson, president of People-to-People, expressed it at the final banquet session.

Representatives from the seven countries agreed upon some principles. Among the new patterns considered essential were:

1. To develop, through already established as well as new organizations, wider people-to-people contacts, independent of governments.
2. To increase the existing exchange-of-persons program by government and private agencies; to create greater hospitality in friendly homes and to expand the rural education program in developing countries.
3. To break through language barriers. The learning of foreign languages by all people is a necessity.

4. To understand and appreciate the culture of others. We should stimulate widespread exchanges of representative works of art, music, recordings, books, magazines, newspapers, films, radio and television programs.
5. To extend and widen our knowledge of the *current* ways of life in different countries.
6. To encourage affiliation programs (twin-ing) by cities, towns, schools and universities.
7. To take advantage of all natural common interests by increasing direct people-to-people contacts among workers, farmers, teachers, businessmen, veterans, hobbyists and so on through the catalog of activities of men and women.
8. To emphasize the importance of spiritual and human values in this materialistic world.

This, then, is the purpose of the People-to-People Program in its many facets, programs and activities—a challenge to every individual; a challenge to every local, state and national association and organization—a challenge to Delta Kappa Gamma.

Through its Delta Kappa Gamma—UNESCO Fellowships for Korean

Educators, its state and regional grants to overseas teachers for study here, its hospitality to visiting educators—and through the many friendships made by traveling members, by those on exchange for a year and others sent abroad to teach in schools at U. S. military installations—the Society has long been about the business of fostering mutual understanding among the peoples of the nations.

Chapters and individual members, actively interested in education around the globe, send supplies to teachers and schools they have “adopted.” Through letters and visits, conferences of WCOTP and UNESCO, chapter meetings and conventions, Delta Kappa Gammas expand their friendships and increase their appreciation of the worth of women educators at home and abroad.

Thus, the first purpose of the Society, “*To unite women educators of the world in a genuine spiritual fellowship,*” is being implemented. The challenge is for ever-increasing emphasis on this important phase of the Delta Kappa Gamma program, that the understanding gained may be genuine, not superficial, and may lead to true appreciation for the worth of all peoples.



Adelaide Steele Baylor

## *Leader in Homemaking Education*

By Neva Sexton and Irene Roloff

“FOR A long time to come, home economics will reflect the influence and contributions of Adelaide Steele Baylor. Coming to it as she did with a background of experience in public school teaching and administration, she was conscious of the great need for homemaking education, both from an economic and a social point of view. In better family living she saw better parents, better children, better teachers, better homes, better schools, better communities and better ideals. To her,

a better national life was simply a better home life on a national scale. . . .”

Thus, in an article entitled “So Venturesome a Spirit” (in *Journal and News Bulletin* of American Vocational Association, November, 1941), Edna P. Amidon and Florence Fallgatter paid tribute to Dr. Baylor.

“There are those who see visions and are mere dreamers. Not so with Miss Baylor. She was practical,” continued the article. “Although encouraging homemaking departments

... which were homelike in appearance and arrangement, she maintained that the school could never be a complete replica of the home. Experiences were needed along with those of the school.

"She was democratic in her approach to educational problems. By working with others on new patterns in home economics curricula, she instilled in them her belief in what a functioning homemaking program could accomplish. Thus, through other people, her thinking continues to wield its influence on present-day education.

"Adventuresome in spirit, courageous in action, generous in appraisal and lovable in person, Miss Baylor holds a revered place in the hearts of many home economists."

Adelaide Steele Baylor will never be forgotten by those who knew her even for a brief space of time. Friends in Wabash, Indiana, where she was born and grew up, have said, "She impressed people, wherever she went, as an unusual character." Her conversation was at once interesting and dynamic. She delighted in sparkling repartee. Her sense of humor was keen and leavened the seriousness of her purpose in life.

Tall and slender, she was large-boned with a fine, erect carriage. Her excellent taste in dress, combined with a trim neatness, made her physically attractive; she was considered a good-looking woman. With her exuberant health and rich personality highlighting her strong qualities of leadership, she walked with a free and easy stride, unhampered

by timidity or self-consciousness. Her eyes and hair were brown, her features classical.

Miss Baylor spoke with a clear and pleasant voice, which had a peculiar penetrating quality, no doubt due to the habit of speaking distinctly to her deaf sister Nannie. While her manner was characteristically sympathetic and kind with always a pleasant smile for those with whom she lived and worked, she was straightforward and, at times, almost abrupt and stoical.

A friend has said of her, "Her great desire to understand life about her lent to her a depth and breadth of mind which carried her far in her chosen work. She was very efficient and demanded efficiency on the part of others. She possessed the self-assurance which comes of self-control. She gave every evidence of a brilliant mind."

At a time when women were little recognized as administrators in the educational field, Miss Baylor distinguished herself for her ability. Her untiring efforts and determination to educate herself so that she could more ably serve the young people of her day were the driving powers of her early life.

Like many a woman, she did not reckon with time. She ignored it. There are no records to be found of the exact date of her birth, and she never divulged her age to any living soul. Since she graduated from high school in June, 1878 at the age of seventeen, it is likely that she was born about 1860 or 1861.

The Baylor family lived in Wabash,

Indiana, at 222 East Hill Street, during most of Adelaide's childhood. The family was always poor and her mother and father were known in the community as Pa and Ma Baylor. Pa Baylor was short, heavy-set and always carried a cane. He was a lawyer with a splendid mentality, but he did not like work. Ma Baylor was a native of Wabash, belonging to the well-known Steele family, which included Colonel William Steele, one of the founders of the town and county and one of the most popular and highly-honored citizens who ever lived within their limits.

Ma Baylor was a sweet, lovable person, a favorite in the neighborhood and kind to everyone. There was a beautiful bond between Adelaide and her mother. She once said of her mother, "No matter where I went or when, Mother was there to send me off and to greet me upon my return."

As a child Adelaide was a great lover of books. To avoid household duties, which she did not like, she would steal away with a book to revel in make-believe worlds. She and Nannie had few playmates, and they spent hours together playing with paper dolls. She was a cheerful, happy little girl with plenty of determination in her make-up.

All through life "whatever she did, she did with all her might," has said another friend, a teacher in Wabash. A regular attender of Sunday School at the Presbyterian Church, as she grew older she was greatly influenced by her religious beliefs. She took a vital interest in temperance work.

Adelaide attended both grade and high school in Wabash. When just a child she went to live in the home of her namesake, now Mrs. J. H. Connor. Adelaide was struggling against great obstacles in order to get the education she so much deserved and never ceased to work for. When Mrs. Connor's mother, who had befriended the girl, passed away, Adelaide practically took her place in the household and was a constant source of inspiration to her namesake and to her older sister.

After graduating from the Wabash High School, Miss Baylor began at once teaching in the city schools, although only 17 years old. She was an elementary teacher from 1878 to 1884. In that year she assumed her first high school position as assistant principal. There were two grade buildings and one high school in Wabash, with a total of 20 teachers employed. The average daily attendance in the schools was 680. Miss Baylor was assistant for five years and then succeeded the able professor, A. M. Huycke, as principal in 1889.

As a teacher she was highly successful. Her pupils respected and liked her. She was positive in character and a fine disciplinarian, loving young people and understanding them. They adored her. Her interest went beyond the bright and gifted pupils, and she sought to help and guide the youth whose level of intelligence was not high, but who must be fitted happily into democratic society. Her standards and ideals were there for all to see, but



she never antagonized the boys and girls when handling their problems. She did not drive, she led.

For four years Miss Baylor was principal of the high school. Her splendid administration of the affairs of that institution earned her an advancement to the head of the city schools, which she assumed in 1903. She was the first woman in the state of Indiana to hold the position of superintendent of city schools.

In June, 1911, Miss Baylor entered the State Department of Education as assistant to Superintendent Charles A. Greathouse, who had been out of close touch with school work for some time and wanted an assistant upon whom he could rely entirely.

As an Indiana educator Miss Baylor was a member of the Indiana City and State Superintendents' Association and president of this organization at one time, while she was at the head of the Wabash city schools. In 1912 she met with a group of

women representing nine Indiana cities to help organize the National Congress of Parents and Teachers in Indiana, which was later to become known as the Parent-Teacher Association. She made her contribution as a representative from the State Department of Education.

It was in this same year that Miss Baylor, attending the National Edu-

cation Association meeting in Chicago, was on the program as the last of six scheduled speakers. After listening to the reading of five lengthy papers, the audience was fatigued and restless. Miss Baylor stepped out on the platform without notes, and in her dynamic and interesting manner she began to speak. It is recorded that the crowd soon was sitting up, listening intently, and in a short time it was an inspired and stimulated group that followed her in thought as she spoke to them.

Miss Baylor was the only woman ever proposed, by political leaders at least, as State Superintendent of Public Instruction in Indiana. She was urged to run for this elective office in 1918, but she declined. The years in the position of assistant to the state superintendent had intensified her growing interest in vocational education.

In September, 1918 she became a member of the Home Economics Education Service Staff under the



Federal Board for Vocational Education. She was in charge of the central region of the United States and several additional scattered states not claimed by the chief of the service and her assistant. In 1919, of the 48 states 25 were definitely assigned to her for official work—12 in the southern region, 12 in the central region, and the state of West Virginia. This assignment continued until 1923, when she became chief of the service.

During the years from 1918 to 1923 she traveled officially in all these states, visiting each of them two or three times. After 1923 she visited every state in the Union three or four times, Hawaii twice and Puerto Rico once.

A Wabash friend, who accompanied her on one of her trips to the Hawaiian Islands, where they spent six weeks, said later, "Everywhere we went, the people showed her much attention. She was responsive and made friends quickly, talked to the teachers everywhere and helped General Armstrong start the first vocational school in Hawaii."

Miss Baylor lived in a time when college educations were not taken for granted. Her undergraduate college work was done between times, mostly summers, at different schools, including the University of Michigan and the University of Chicago. She received her Ph.B. from the University of Chicago in 1897, with honorable mention for excellence of work. This was during the time she was principal of Wabash High School. She received a scholarship to Columbia University in 1908, and her master's degree

came from there in 1918, with a special diploma for supervision of home economics education.

In 1928 Stout Institute of Menomonie, Wisconsin, conferred upon her the well-deserved honorary degree, Doctor of Science in Home Economics Education.

"Her academic career was a series of triumphs accomplished in spite of almost insurmountable obstacles," said her friend Mrs. Connor, "but her human qualities never ceased to dominate all her interests. It was quite characteristic of her that she turned to vocational work in the end, for she felt sure of the influence it might have on a greater number of persons who might not otherwise profit by some of the good things in life."

Many young people in Wabash came under her influence, and this association in many ways made up for their lack of college educations. She was so generous of herself, her wonderful library and her time that every young person in the community, who so desired, was welcome to profit by them, and many did.

Dr. Baylor continued as chief of the Home Economics Education Service from 1923 until October 30, 1935, when she retired, a few weeks previous to her death. In her report to the Assistant Commissioner for Vocational Education she summed up her seventeen years in the field by emphasizing the expanded program:

"The vocational program in home economics is now operating in every state in the United States, in Hawaii



since 1924, and in Puerto Rico since 1932. A program is being introduced at the present time in Alaska . . .

"When the vocational program in home economics was initiated, there were practically no itinerant teacher trainers in the field to train teachers in service except state supervisors. At the present time, so far as our statistics show, there are 17.

"For the organization and direction of the work, as well as for the training of teachers in service, there are employed in the states and territorial possessions a total of 65 state supervisors of home economics and their assistants, an increase of approximately nineteen since 1918. In each state and in each territorial possession there is at least one state or territorial supervisor of home economics, while in 11 states there are also from one to four assistant state supervisors of home economics."

Dr. Louise Stanley, Chief of the Bureau of Home Economics, United States Department of Agriculture, speaking before the NEA in 1936, said, "She was able to interpret home economics to school administrators and help them to see its importance in the education of our youth. She showed its place in the curriculum of the public school and its usefulness in the integration of more abstract subject matter with life situations . . .

" . . . she pointed out to the home economist the educational value of the immediate bearing of home economics upon life situations, necessitating careful study of home problems and selection of content to meet

these. Through solution of these immediate problems she would build a background for solution of more ultimate goals . . .

"To the educator in general she pointed out that the value of home economics education in drawing education away from the wholly abstract to the at least partially concrete, from just theory to some practice, from the wordy ideal to a touch of the real, from formalism to individual needs and abilities, has been and continues to be immeasurable.

" . . . She saw this homemaking job in its social and economic setting and not in narrow terms. She was firm in her stand through all discussions of vocational and general home economics for the need for so-called cultural content in training for homemaking. She has left in the curriculums for vocational schools a content which has a real bearing on life and training for home living and, at the same time, is of general cultural value.

"Still more, her broad outlook on life and her freedom from the hampering influence of narrow specialization in a special field helped her to see the contribution of home economics in broad terms and to use the various related streams to supplement, as needed, the more narrowly interpreted home economics content."

About a year and a half before Dr. Baylor's retirement, Arthur Carpenter, a prominent photographer in Los Angeles and a former high school pupil of hers, made a photograph of her. Later, Estol Wilson, a portrait painter of that

city and also a former pupil, was commissioned by a national committee, representing numerous friends of Miss Baylor in the field of education, to make an oil painting from the photograph. This portrait now hangs in the office of the Chief of the Home Economics Education Service.

At the time of Dr. Baylor's retirement, tributes came from all over the country testifying to the affection and appreciation in which she was held by those who knew and worked with her. They came from home economics supervisors, teacher trainers, heads of home economics departments and teachers in colleges and universities; from state and city superintendents of schools; from deans and college teachers of education; from former students and co-workers representing all types of vocations.

"People who knew her personally came to think of her as a warm friend, deeply interested in their welfare," said Dr. J. C. Wright, Assistant Commissioner for Vocational Education. "They valued her sense of justice, her loyalty to a cause, to her co-workers and to her friends."

"To have known Miss Baylor was one of the finest experiences in friendship one could have; to have worked with her meant to have had close association with a truly great woman; to have shared her vision was to have caught a glimpse of life at its best," wrote Florence Fallgatter, who succeeded Adelaide Steele Baylor as Chief of the Home Economics Education Service in the United States Department of the Interior, in the

February, 1938, *National Magazine of Home Economics Student Clubs*.

Many organizations recognized her leadership by electing her to honorary membership and to offices of responsibility. She was the first woman to be accorded the honor of being presented with a life membership in the American Vocational Association. She was made a member of two honorary home economics professional fraternities, Phi Upsilon Omicron and Omicron Nu.

Dr. Baylor was the author of several books for children and elementary school textbooks, including *Tabby the Cat* and *Young America's First Book*. She was also a contributor to periodicals and a lecturer on educational subjects.

Her participation in professional activities was most unselfish. She held twelve important offices or committee positions in NEA, led three round table discussions and addressed the group in eight formal lectures. She was also active in the Indiana State Teachers Association and the Indiana City Superintendents Association, during her years in that state.

During the summer of 1934 Dr. Baylor attended the NEA meeting in Denver. While there she suffered a heart attack, which marked the beginning of her physical breakdown. In October, 1935, she resigned her position, and by December it was evident that she needed special care. She was taken to the Emergency Hospital, where the end came December 18, 1935. A simple funeral service was held in Washington, D. C.; her body was cremated and taken

back to Wabash for burial.

In "A Tribute to Dr. Adelaide Steele Baylor" given at the NEA Convention of 1936, Dr. Wright said, "We have heard much of late of a planned economy. I think we may say that Miss Baylor lived a planned life . . . planned in a way in which any life can be planned and in which few lives, in fact, are planned. Looking back over the record of her achievements, we find them all falling into a consistent whole. Her diverse interests were all rooted in the development of her one single dominating interest—homemaking education for girls and women.

" . . . She was one of the elect few whose personality, alert intelligence, unflinching courage, self-confidence and perfect poise on all occasions were of national consequence. She was a tireless worker in her field. Under her leadership home economics won deserved recognition in

our secondary school system.

" . . . She will live in our thought . . . not primarily as a marvelous teacher, leader and administrator, although she was all of that, but rather . . . as a personality which cannot be analyzed, because it was a complex, living influence . . . something which, while essentially individual, nevertheless belonged to and served the nation as a whole."

Among the figurines honoring women who pioneered in education, displayed in the glass-enclosed case in the International Headquarters building of The Delta Kappa Gamma Society, stands a tall, serene, stately figure in black satin, a long double strand of pearls around her neck. Head high, eyes looking into the future she planned for so well, poised and gracious, a slight smile touching the corners of her mouth—"Adelaide Steele Baylor—Indiana—1860-1935."



The boy who reads is the boy who leads, but what he reads  
decides where he leads.

—Anonymous





# WHO ARE YOU

By Sylvia S. Bremer

*A revision of a speech given at Tau State convention in Minneapolis, April 27, 1957*

**W**HAT fabulous years we look back upon at this anniversary of yours; the most dramatically eventful, the most dynamic and promising and terrifying and tumultuous period in our nation's history! Years pulsing and churning with change; years yeasting with newness and vitality. How many doors to discovery have opened? How many new challenges have been flung? How many new resources demanded?

Day by day, with incredible swiftness, science has thrust the boundaries of human knowledge outward, overtaking the most extravagant inventions of science fiction.

Last autumn, the unprepared and

startled world was suddenly catapulted into the space age, when the Soviet Union sent the first satellite into orbit. That explosion shattered the old ways of thinking as we sought frantically to grasp the full significance of Sputnik in our lives. Our own Explorer, taking to the air at the end of January, started relaying information about space which will make possible even greater advances in the months ahead. Who knows *what* the news will be tomorrow!

The air vibrates with change, and, withal, you are asked to stand fast by your declared principles—to keep them in focus. Though you stand “as on a darkling plain swept with con-

fused alarms of struggle and flight"—you must see clearly, act wisely, keep your balance.

You are committed—to work for the recognition of your profession, to know more and understand more in a time of fantastic complexity. You are charged with sorting out true values, undeflected by pressures and propaganda. You must hold firm to your faith in the supreme value of the individual and the transcendent importance of the free mind and intellect, must hack relentlessly at the choking tentacles of prejudice and ignorance and injustice.

Each of you—in accepting the honor of affiliation with Delta Kappa Gamma—accepted in that same instant your personal share of the responsibility for translating its purposes into reality. You must be a selfless worker, an informed observer, interpreter, guide, spokesman, leader, educator, discernor of truth in a world of chameleon values.

Where, then, are you to find these reservoirs of strength? Within yourself, of course. And first—first, you must find your own identity—ask yourself in all honesty the penetrating question: "Who are you?"

It is a crazy paradox. We live in a time when little is withheld from us. We can know the geography of the moon and the innermost thoughts of men and women, from the Duchess of Windsor to Albert Schweitzer. Our libraries are crammed with books revealing the anatomy of every craft, from making shell jewelry to shrinking heads. Nothing is secret from us but ourselves. Yet, unless we

seek out the mystery of self, we are doomed to live from day to day in a restless Disneyland of unreality—in a Walter Mitty universe of daydream triumphs without substance or worth. Within herself each of us must come to terms with self—must orient what she knows and professes with what she is and does.

The search begins with a descent into a private world—your own world—in quest of the naked "I".

This private world—of self—of mind—of person—is a closely guarded, jealously protected principality, yet one peculiarly susceptible to invasion from without. It is the arena of violent clashes and the still cove of tranquillity—a familiar haven of safety and, at the same time, a strange dark alley of unknown apprehensions lurking in the shadowed doorways of fear.

Its climate is variable—now swept by storms of passions; now quiet in the sun of reason; now shaken by earthquakes of panic and doubt; now placid in the warm air of contentment; now split and shattered by the lightning of tragedy and sorrow; now parched in the drought of loneliness and failure.

To her private kingdom each brings her own road map and comes alone. She is at once its master and its slave. Here she comes face to face with the core of self. This is the moment of truth.

The private world divides itself into three parts: Memory, the old settlement of the past, choked with monuments; Philosophy, the dynamic settlement of the here and now,

where solid dwellings and tentative, temporary structures jostle each other; Imagination, the vast open area of building lots for which there are as yet only the haziest blueprints and where wide spaces provide playgrounds for young thoughts, ideas and plans.

Memory is the pleasantest of these, for the mind culls out the ugly and painful, just as a skilled film-cutter in the movie industry clips away the bits of film on which the star has been caught in awkward movements or in poor light. Here slumbers the good past, but here we must come to terms with it, for it is illusion to think we can go back.

The old grade school, remember, huge and imposing as a palace? A palace presided over by superhuman beings of lofty mien and awesome intellect—majestic women in whose minds were stored all the answers to the bewildering universe. TEACHER—a composite of all the goddesses—whose word was wisdom incarnate, whose disapproval made the skies glower.

You cannot go back. That would destroy the magic the alchemy of years has wrought. The cramped brick building—this squat ugly structure, chained to earth by fire escapes—can this be the palace? This woman—whose feet hurt sometimes, who gets colds and runs in her stockings, who is sometimes lonely, sometimes discouraged—this mortal afflicted with all the trivial trials that beset the rest of us—can she be the goddess?

No, you must not try to return.

Let it be as it was—the palace with its echoing halls; the unchanging, unvarying, tall, tall goddess ruling with Olympian dignity; the cozy, comfortable security that all is well with the world because “My teacher says . . .”

The high school romance—was he really prince and poet and athlete—wise, handsome, tall and wonderful in geometry? Yes—yes! Do not go back to look again now. You will not find him. In his place there is a stocky, little man, quiet and unspectacular, bowed over his ledgers, growing a bit paunchy, losing his hair, taking pills for his digestion and smiling with modest pride as his wife details the concessions her cooking must make to his sensitive stomach.

Look back, but do not try to go back. Turn and see him standing there—Lancelot, tall and shining and beautiful and young and lost. Memory is a lovely neighborhood, but treat it tenderly. The old things are fragile, and how quickly they break or dissolve into dust.

Strangely, this is a catastrophic fallacy of our natures: we want to keep the order and beauty of the past intact and inviolate; yet we hammer at the gates demanding to get in and destroy it. A woman sighs and wishes she could be seventeen again, but she does not really want to be seventeen *at* seventeen. What she wants is to be seventeen at thirty or forty, when the years have given her the perception to enjoy seventeen; when at last she knows how she *should* have been seventeen.

She yearns to be back in the past, savoring each day from the vantage point of one who has already lived for thirty years, or forty. Yet, all the while, the present goes by default. This lesson must be learned: that we belong to our own day—that we must live in our own framework of time. What the years should have brought is the wisdom to know how to use *now*.

Let us, therefore, earnestly ask for ourselves the strength to weaken our grip on the past, to step into the settlement of the present, to evaluate ourselves in terms of this moment.

How carefully we guard the borders of our private world—like a little girl who prints "Private and Personal" on the cover of her diary and supposes it to be the lock which will keep out prying eyes forever! We clothe ourselves carefully in the uniform of conformity, making certain nothing immodestly individual shows.

In the name of conformity—in the name of "getting along"—how wantonly and wastefully we discredit and destroy and disinherit ourselves!

We say, "I believe these things" . . . and yet, how do we serve them? We placate the loud; we are silent before the scoffers; we are apologetic in the presence of the mighty; we recant before the bigot and even, yes, even the fool. Why argue? Why get involved? This isn't the place or the time or the person. Meekly, docilely, we surrender our integrity—not in the shocking flamboyance of a single, flagrant act of treachery, or calculated mischief, or opportunism—but we let it trickle away, drop by

bleeding drop, dishonored and disowned.

We gorge our minds with ready-made opinions. Oh, the smorgasbord of opinion is lavish in our time. We are offered pre-packaged ideas, prejudices, viewpoints by any number of home-brewed prophets, experts, philosophers—and we swallow them. Maybe we are victims of an era in which the emphasis is on doing things the easy way—the way least taxing to our energies, our imaginations.

This is incumbent upon us if we are to keep faith with self—that we form our own opinions, using the ingredients we know to be valid; that we have the courage to dissent, to disagree; that we speak up for what we believe wherever we are and act upon it in small, telling ways as well as in the formalized ones. If what each of us believes is good and true and important, then it must be made known within the circle where each now stands. It cannot wait for a podium and a respectful assemblage. Yes, let each respect the convictions of others, but not to the extent that you forfeit your own—or you are no person, only a hollow and ludicrous echo.

Neither can we suffer ourselves to fall into the trap of smugness. Ideas and opinions are living things. They need air to thrive. They need conflict to prove themselves. We must be receptive to the convictions of others, not tolerant—that is a stingy word, implying grudging permission to exist—but flexible enough to let every individual enjoy the right to be different, to find herself in her own way.



If you are to live in a world of personalities, you cannot expect each of *us* to be another *you*.

Those seven splendid purposes which motivate Delta Kappa Gamma are your personal crusade—a group objective obtainable only if each member consistently lives by them. They must find expression, not only here where you rededicate yourselves to them but also in the places where you live and work, in every prosaic as well as every special occasion.

Let us meet still another need within ourselves—a need implicit in the standards you bear. That is the need to appreciate the value and importance of the service we give, the profession we belong to. To withhold whatever small service we can perform, because we deem it insignificant, is not modesty. It is an act of impoverishment to ourselves and those around us.

We are keenly aware that the explosion that launched the Russian satellite also set off an avalanche of bitter criticism of our American educational system. On all sides we hear the voices of denunciation. There is a temptation to be constantly on the defensive in the face of the almost panicky assertion that American schools are failures.

It is not easy to maintain a sane, intelligent, rational balance in such situations, but here, again, let us remember that the place to start is with ourselves—with a calm, reasonable appraisal of ourselves as teachers and our specific relationship to our schools, our students, our community.

We must come to terms with the facts of our lives and spheres. Why do we rail so at routine? It is the framework of life. Without it our days would be without identification, shapeless as a sculptor's clay without the metal frame on which he builds the figure.

Let us be realistic about creativity. Who among us has not lamented that she is not doing anything really important—that she might have been a notable writer, lecturer, actress, shaper of world thought? And yet, what is creativity? The work of our hands and of our minds—whatever we are doing.

The development of a human personality is the most sublime creativity in the universe—and it is entrusted to us. Creativity is no isolated thing. It is part of the fabric of daily living.

We must be willing to touch life at many points—to be of it and all of it, not cool, detached observers. We, each of us personally, must use our strength, knowledge, purpose, energies and talents where they are needed most—in our own communities, in the political and social areas that are home-ground.

The search for self—the search for strength and the search for identity—is arduous and painful. It never ends. It cannot compromise. It is worth its cost and its pain. For, in the end, there will be no evasion, no embarrassment, no shock at the bold question, "Who are you?"

We will know—for in our hands we will confidently hold the key that unlocks the glory, jest and riddle of the world.

# A Study Of Lip-reading Ability

By Mary Rose Costello



**L**EARNING to talk and to understand what others say is one of mankind's most complex accomplishments. The use of words in an organized language system for thinking, talking and understanding comes about as the child grows as a total organism.

Deficient sound perception from early in life can retard or prevent the spontaneous growth of speech for communication. The deaf or severely hard of hearing child, who is deprived in this way, does not perceive the sounds people make when they talk. The very deaf child may not learn that speech sounds exist or can be used to exchange ideas. Because he does not hear words, he does not learn to understand speech or use words for talking. He acquires instead the signs and natural gestures which he observes and uses these for comprehension and expression. Words and word combinations are unknown to him.

The recognition of the pervasive effects of hearing impairment upon verbal growth is significant to the understanding of the processes involved in language development. Deprivation of hearing from early in life retards and prevents the natural acquisition and use of words for listening, talking and, we must assume, for thinking. This pervasive effect upon all aspects of language emphasizes the basic role of auditory

reception in the acquisition of verbal skills.

The child who is cut off from reception of verbal language—from hearing speech—does not learn to understand, express or think in a verbal system. This is because growth in the understanding of a language must precede and accompany development in the expressive or speech aspects. It is well known that the hearing child's comprehension of words and sentences is well in advance of his expressive ability. Indeed, understanding and meaning must develop to some extent before words are attempted as true speech symbols. Although speech depends upon complex neurological, physiological and psychological processes and certainly not upon audition alone, it is true that comprehensive ability is a very important essential.

The deaf child, like the hearing child, must learn to understand spoken language in order that he may achieve verbal language for speech. Through speech-reading training the deaf child learns to interpret the visible movements associated with speech and integrates these perceptions with any accessible auditory speech cues. The teacher of the deaf, knowing the important role of speech understanding in total language growth, views speech-reading achievement as one of her fundamental and continuing goals. Conse-

quently, an understanding of the task involved in achieving adequate speech-reading ability is of great interest to educators of the deaf.

Among hearing children the ability to comprehend language or vocabulary correlates well with intelligence. One would assume that speech-reading ability among hearing-impaired, too, would be closely related to intelligence, with the more intelligent being the better lip-readers. Studies (2), (3), (4), (5), (6) however, have not found this to be generally true. Indeed, it has been difficult to determine the reason for success in speech-reading in one instance and failure in another. This variability among hearing-impaired children has been a source of puzzlement to educators, and, because the functions involved in its achievement are not well understood, remedial procedures have been planned in the absence of objectively based rationale.

This study was undertaken to investigate the relationship between speech-reading ability and certain skills or psychological functions in the hope that the findings would aid in the understanding of the processes involved in speech-reading and in the understanding of this language skill itself.

The subjects used were children ranging in age from 9 through 14 years and enrolled in a residential school for the deaf. Two groups were selected, one group of 34 subjects from the acoustical department who were children classed as hard of hearing and one group of 36 subjects from the oral department who were

classed as deaf. The degree of hearing impairment had been the basis of this classification. The study was designed to compare the speech-reading ability of the deaf and the hard of hearing children and to determine the relationship, if any, between speech-reading and immediate memory, social intelligence, abstract reasoning and reading intelligence.

Tests were selected to measure each child's capacity with respect to the above functions or skills. Three memory tests were chosen as representative of the distinct memory tasks. These were the Knox Cube Test, conceived to be a measure of the ability to perceive and retain discrete movement patterns, and two digit span tests, a Visual Digit Span Test and a Spoken Digit Span Test. The Visual Digit Span Test was presented by the successive exposure of single digits printed on small cards; the Spoken Digit Span Test, by speaking the digits in a normal conversational voice as recommended in the Wechster Intelligence Scale for Children. A test referred to as a measure of social intelligence, the Wechster Picture Arrangement Test, was used as well as Raven's Progressive Matrices, a test of abstract reasoning, and the Gates Reading Survey Test. As a basic tool for measuring speech-reading ability, a test consisting of a word and a sentence section was devised and analyzed prior to the experimental study.

The collected data were analyzed in several ways. Comparisons of speech-reading ability were made between the deaf and the hard of hear-

ing groups and between males and females. In addition the scores on the speech-reading tests were correlated with scores on the other test variables.

The deaf subjects were found to be inferior to the hard of hearing on all parts of the speech-reading test. However, no significant difference was found between the groups on other test variables with the exception of the Knox Cubes. On this test the deaf were superior to the hard of hearing. The comparison of the sexes was interesting in that in speech-reading the females were favored over the males in both groups. This was in agreement with previous findings. It is possible that this superiority is related to the early language facility of females, as noted by other investigators (1).

The ascertainment of the degree of association between speech-reading and certain psychological functions and abilities formed the major part of this study. The statistical analyses of the data indicated that memory as measured by digit span was an important factor in speech-reading achievement, regardless of the degree of hearing impairment.

Interestingly enough, the important condition seemed to be the memory task involved in the retention of digit series rather than the method of presentation. Memory for digits, whether auditorily or visually presented, was associated with speech-reading. The significant relationship found between memory and speech-reading suggests that the common factor may have been the symbolic

nature of the two tasks.

On the other hand, the memory task involved in the Knox Cube Test was associated with speech-reading for the deaf males only. This group was inferior in speech-reading to all other subject groupings. The finding suggests that the deaf male, who is highly oriented to movement perception and retention, utilizes the memory of specified concrete movements to a greater extent than the better speech-reader.

With the exception of the sentence scores for the deaf, the speech-reading scores for both groups correlated significantly with the Wechster Picture Arrangement scores. Apparently the ability to appraise a total situation, integrating and relating its specific details with the communicative aspects, influences speech-reading. It would seem, then, that the person who is dependent upon vision for speech comprehension uses facial expression, body movements and other social cues in the environment to infer the substance of the spoken message.

The Progressive Matrices Test results correlated significantly with speech-reading for the hard of hearing group, but not for the deaf. The contrast in the degree of association between the two groups was one of the more provocative findings of the investigation.

The Progressive Matrices has been defined as a test of abstract reasoning, and in this study the solution of the problems was viewed as highly dependent upon inner language or thinking. It had been hypothesized

that speech-reading, a receptive language process, and thinking, an inner language process, were related. Among the hard of hearing children this assumption appeared to be borne out by the findings, suggesting that receptive and inner language were structured in terms of verbal symbols. However, the scores of the deaf group on the Progressive Matrices, which were not different from the hard of hearing, did not correlate with speech-reading. The inferior speech-reading scores of the deaf group and the concomitant lack of association with the Progressive Matrices imply that these language processes were different for these subjects.

Speech-reading is known to be a verbal task and one which requires instantaneous recognition and interpretation of word forms. The speech-reading scores of the deaf indicate very inferior ability to deal with this kind of symbol. In view of the absence of relationship with receptive ability, we may assume that for reasoning these subjects did not utilize words to any marked degree. This may have been carried on through a different symbol system. Although in all instances the deaf subjects had been taught speech and speech-reading, signs and finger spelling were used almost exclusively for communication. This facility in a different symbol system may have had a retarding effect upon the growth of a verbal linguistic system.

High and significant relationships were found between speech-reading and reading ability. The verbal na-

ture of the two tasks was undoubtedly a factor in these results. In this finding, again, the inter-relationships of language skills is emphasized.

This study has interesting implications for linguistic tasks for both the hearing and the hearing-impaired child. Among these is the focusing of attention upon the inter-relationships of receptive language skills of different kinds, and of receptive and inner language.

Among educators of the deaf too little attention has been given to the language system for thinking and its important role in over-all verbal language achievement. Educators of hearing children have for many years pointed out the need for vocabulary development, both receptive and expressive, in readying children for reading. The relationship found between speech-reading and reading suggests that attention to the mutual development of these verbal skills would be rewarding.

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## The Schools Of England

By Tillie Hoitsma

THE merits of various systems of education are being debated these days, with the schools of England, naturally, being most often compared with those of the United States. Since educational philosophy in England has been undergoing some vital changes in recent years, an explanation of the current organization of their schools should be helpful to such discussion.

It is not possible to draw a simple picture of England's educational system. Each school is different—not only are there national and cultural differences, but also many regional and local variations that reflect local traditions and preference.

The central authority for education, other than the university, is the Ministry of Education. The Minister has effective power to assure the development of a national policy for education. Under this department come Her Majesty's Inspectors, whose duty it is to inspect and report upon the efficiency of schools as well as to act as advisers of the Minister in matters of educational theory and practice.

The Local Educational Authorities consist of the Councils of sixty-two counties, eighty-three county boroughs and one joint board representing the area of county and borough combined. The councils are

local governing bodies, locally elected, which are concerned with many services other than education. Each council must establish a committee to which it entrusts its educational work. This committee receives only expense money, although there is a permanent paid staff working under it.

Education is "fantastically cheap," according to Lord Hoilsham, Minister of Education. He claims that three per cent of the national economy or twenty-five per cent of what is spent on alcohol, tobacco, entertainment and betting—or the sum of £500,000,000 a year—is spent for education. This amount includes the ancillaries: milk, meals, medical inspection and dental services.

The cost of education is paid partly by Parliament out of national tax monies and partly from each L.E.A. out of local taxes. The Ministry uses a Grant Formula which relates the grant to the current number of children to be educated in the area of the individual L.E.A., the current ability of that L.E.A. to pay for their education, and the total sum that the L.E.A. estimates is necessary to provide an educational service which at least fulfills the requirements of the Ministry.

School equipment is purchased in bulk by the chief officer of supplies. All major equipment is allocated according to need and available funds. Books and small materials are the responsibility of the school heads whose annual allowances are based on school enrollment. (Their annual salaries are also based on school en-

rollment.) Orders are submitted on proper forms to the warehouse from which delivery is made to the school. Teachers must keep and check the inventory at the beginning and end of the school year.

A well-equipped central loan department provides books, pictures, music, films, furniture and exhibition equipment which may be borrowed for a limited time. In some schools this loan bank makes it possible for the children to enjoy periodic art shows.

The Education Act of 1944 states that "The Statutory system of public education shall be organized in three progressive stages to be known as primary education, secondary education and further education," and the L.E.A. must provide complete and sufficient educational services under these three heads.

Primary Education covers all provision for children below the age of eleven. This is divided into three sections:

1. Nursery schools for children from two to five years of age;
2. Infant schools for children from five to seven years of age;
3. Junior schools for children from seven to eleven years of age.

Secondary education covers instruction for all pupils up to age 15, the school leaving age, and beyond for those who wish to remain in school. Authorities may provide individual schools or schools which combine the first three types listed here:

1. Secondary Grammar—to prepare



pupils for universities and for the professions;

2. Secondary Modern—to provide a good all-around secondary education, growing out of the interests of the children;
3. Secondary Technical—to train for industry or commerce of the neighborhood;
4. Comprehensive—to house all three of the above types in a single building.

There are special schools—day, hospital and boarding—for the handicapped, maladjusted and educationally subnormal children.

In 1944, the provision of further education, meaning all education for pupils beyond the compulsory age of 15, was made broader so as to create a more extensive and satisfying system of cultural and recreational facilities for young people and adults. These provisions may be met as follows:

1. County colleges, catering to those under 18 years of age, where attendance will be for one whole day or two half days a week, for 44 weeks a year or in blocks of weeks for a shorter period. The curriculum, adjusted to meet the needs of students and locality, includes practical courses as well as recreational courses.
2. Vocational education, set up to train technicians and craftsmen, under four headings:
  - a. Pre-employment courses in junior, technical and art schools;

- b. Full-time senior courses in technical and commercial colleges and art schools;
- c. Part-time day courses where employers release employees;
- d. Evening classes at colleges and evening institutes.

3. Youth services, concerned with leisure activities of those between the ages of 14 and 20. This service is compulsory in each community so that all youths may participate, if they so desire.

Teacher training colleges, either private or L.E.A. sponsored, give a two- or three-year course in both academic and professional training. Some colleges train only in special fields, such as home economics, physical education and art. These colleges do not offer degrees.

The University Training Department provides a one-year course of professional training for students who have had three or four years of university training and have earned a degree.

There are many school services, some of which are not common in the United States.

School Health Service is coordinated with National Health Service. A medical, health and nursing staff makes periodic medical and dental inspections, which are referred to the national group.

School Meals Service provides a nourishing meal each day school is in session and, in some instances, when school is not in session. The food prepared in the school canteen or a central kitchen is supervised by

dieticians. Hot meals must include a minimum of four pounds of dried milk, eight pints of fresh milk, plus ten pounds of flour per 100 meals. The pupil is charged one shilling (14¢) and teachers, one shilling and ten pence (25¢). Those who are in need receive free meals. Children may eat as much as they wish but must eat everything on their plates before leaving the table. Free milk equivalent to our one-half pint is distributed each morning to children under the age of 18.

This is the basic English school system. A few impressions of differences and similarities between the American and the English systems follow.

The central government does not own any school, employ any teacher or prescribe the curriculum. Teachers are not civil servants; they are employed and paid locally. Head teachers are free within broad limits to organize their schools according to their own ideas, and teachers, generally, are not bound by instructions as to syllabus, textbooks or teaching method. The English believe that those who work with the child know what is best for him so each teacher is free to choose his own teaching device. Of course, this could lead to chaos if a teacher does not keep up with progress.

The Local Education Authority employs teachers in primary and secondary schools. There are national standards of qualification and a national salary scale, known as the Burnham scale—£430 to £720 (\$1204–\$2016) for women and £475

to £900 (\$1330–\$2520) for men. To this basic salary are added allowances for training and experience, plus special allowances for headships or extra assignments. The London salary included £100 (\$280) as a cost of living allowance.

The low basic salary does not attract students into the profession. With a severe shortage of teachers, especially in the arts and crafts field, many classrooms will remain closed this coming year. Teachers and the L.E.A. contribute equally toward a pension fund.

The schoolkeeper (custodian) is provided with a house on the school grounds. One piece of literature states that his duties are to provide a clean, well-aired, warm and tidy classroom; a well-swept playground, and sweet-smelling lavatories. No mention is made of roller towels, used over and over, or the lack of washing facilities in some of the older schools. The new schools have modern facilities with automatic paper towel dispensers. According to some reports, the paper towels are almost as cheap as the purchase and laundering of roller towels so that many schools are considering the more sanitary dispenser.

The nursery school is part of the English educational system. For many children living in large developments with limited play space, the nursery school offers an opportunity to play and work together. Much can be done to develop habits of cooperation as well as to acquire good habits in social graces.

Religious education is part of the school curriculum. The school day is

started with the reading of the Bible, the Lord's Prayer and one or two hymns. Religious instruction also is given as a regular course of study. There is a conscience clause which excuses children whose parents do not wish their children to attend.

During the last year of the Junior school, every child must take the 11+ (11 years of age) examination, which is the determining factor in his future education. The top twenty per cent of this group, with parental approval, are assigned to a grammar school. The remaining 80 per cent attend a secondary modern school. Those with technical ability attend a technical school, if space permits. Another opportunity to attend a technical school may be given to a selected few following the first or second year at secondary modern school.

The 11+ examination has been attacked from many sources. Many educators consider the secondary system poor because many students who do not enter grammar school have ability, yet they receive no further academic training beyond the eleventh year. Disappointed, they have no desire to continue their training. It is the opinion of many that the comprehensive school may challenge this group.

Technical schools and colleges do



an excellent job in training the bright student for a specific vocation. Emphasis is placed on practical work. In several schools and colleges visited, the standard of workmanship was found to be high in every department.

Trades people, as well as professional people, are often employed to staff the classrooms. In many technical schools there is a direct tie-up with industry. Experienced staff members are encouraged to transfer from industry to full-time teaching. Industry can ill afford to lose these people; however, this appears to be the only means of assuring a supply of high-quality junior recruits.

The secondary modern school is a catch-all for those not accepted to pursue courses in the grammar or technical schools. After entering their respective schools, this group is given another set of tests to determine into which stream (classroom) they will be placed. In the school observed through exchange experience last year there were six streams; the

brightest were assigned to D and the dullest to D6. To meet the needs of the brightest group, a foreign language (French) and science are offered. Mathematics, English, history, geography, general science, religion, physical education and the arts and crafts are taught, according to academic ability. The secondary modern is considered the most complex type of school in the whole English educational system.

In secondary modern schools most of the pupils leave at 15 years of age. The "leavers" are guided into jobs through a Placement Bureau. Very often the boy or girl has no interest in the future, making proper placement a difficult job. The school is criticized and does not command the respect of the parents. Progress depends largely upon the organization within the school.

The comprehensive school plan is relatively new. Most of them are built to house from 1,500 to 3,500 students. This school brings together under one roof all the 11+ students, or entrants for secondary education. The size of the school makes it possible to offer a variety of courses which appear to run across the social streams. Having all attending one school tends to cut down the social barrier often formed when a child does not qualify for grammar placement. Should the ability of a child who matures later than his eleventh year warrant a transfer to another group, that change can be made without upsetting his social environment.

The public school in England is

similar to a private boarding school in the United States. Each year an exchange is made between an Andover, Massachusetts, student and one from Uppingham, England. Other schools make similar exchanges. The public schools carry prestige. It is a common practice to enroll future students at birth. Parents may visit week-ends. The month-long vacation at Christmas and Easter plus the two months during August and September are the only available periods for students to leave the school.

Teacher-training colleges enroll grammar and public school graduates who train to teach in the lower forms (grades) and the secondary modern school. To teach in a grammar school, one must have attended a university and earned a degree.

A student training to teach begins observation a month after enrolling. Later in the year, practice teaching is started. Close observation and critical analysis follow these practice periods. The teacher training program in the United States is not only longer, but it is also broader in scope. Here teachers can take graduate credit courses while pursuing a teaching career. In England one must devote the entire year to earning a graduate degree.

The speech of the university student differs from that of the American college boy, and there appears to be less informality among the English boys. The uniform of striped trousers, dark coat and bowler or straw hat mark this set everywhere. Only 12 to 15 per cent of the school popula-

tion reach this level of education, where, unlike most U. S. colleges, each student is assigned a tutor who directs his reading and thinking.

The uniform predominates in all schools, varied only by color; the school emblem, usually worn on the jacket breast pocket; and the hat, worn by grammar school students, or the beret, worn by the secondary modern students. Current fashion has little effect on the school dress. The students look neat and trim in their uniforms, if properly groomed.

The physical education program is well organized, providing special time for sports and formal exercise. The swim baths (pools) and game fields are often miles from the school. Intramural sports events, such as Rugby, boxing, net ball, tennis and swim galas, are scheduled frequently. Teachers must chaperone class groups by underground (subway), guiding them to the nearest bath or field. London County Council purchased 1,800 acres of ground outside the county and has designed four playing fields to meet the national standards. There is also inter-school competition in all sports.

Home economics, the field of the author, in England is called housecraft. In the newer buildings the foods laboratories and living centers are modern in design, but in some of the older buildings there is nothing to resemble a modern kitchen.

Girls either pay for the materials needed for the foods class or bring from home the needed supplies for the day. Each is expected to bring a container in which to carry home

the results of the lesson.

Much time during the first year is devoted to personal cleanliness, simple cookery and personal laundry. Caring for the flat (apartment) is also started in the first year. Learning processes advance so that during the final or fourth year a girl is expected to do the laundry for an average family, clean the flat and entertain guests.

The food lessons are built around whole meal cookery, with each two or three girls planning, preparing and, as hostesses, serving the meal to friends or teachers. With an average of 16 to 20 in a class, to carry on these projects successfully, the class must be divided into groups: one group doing laundry, another caring for the flat and preparing the lunch and the remainder cooking the planned foods.

Each lesson, two and one-half hours long, is interrupted by a ten-minute play break for the pupils and a tea break for the teachers. With a whole morning or afternoon to complete a lesson, speed and habit development are a challenge to an American exchange teacher. Tradition, part of the English make-up, makes it difficult to change some set habits. Since people learn many of their daily habits from associates, as well as the family, good mental and physical habits are stressed in every possible situation.

In many schools there is little contact between parent and teacher. A teacher does not feel free to contact a parent; Parent-Teacher Associations are almost unheard of. Just

before the Christmas holiday, parents were invited to view a Christmas exhibit in the housecraft center of a London school. Only 20 out of 280 responded. This was considered a good attendance.

In summarizing, it is difficult to compare the educational systems of the two countries. Education is a product as well as a reflection of the culture of a people. Cultures are diverse and desirably so. In the United States considerable value is placed on efficiency, practicality, progress and time. Americans tend to worship bigness, power, speed and

novelty; thus, they sometimes clash with those who live in tradition, who dislike change and who overlook technological potentials.

May exchange years spent in other countries continue, after return, to broaden horizons both ways, through friends made and teen-age pen-pals established and through sending and receiving information valuable to all those in education and business. May the new adventures that come to exchange teachers continue to color their contacts socially as well as educationally in order to justify their year spent abroad.



### Teacher to Student

By Ruth E. Thompson

Pray I may lead you in your destining,  
Not crush the joyous spirit that is yours  
Nor close the mind that in its questioning  
Goes darting on adventure's searching tours.  
Pray I may help you keep the love of living,  
Not still the senses' quest for fuller goal  
Nor kill youth's urge to spend the senses' giving,  
Yet show that sensuality destroys the soul.  
Pray I may be so tuned to the Eternal Being  
That through me ever pours a quickening stream  
Refreshing all my hearing and my seeing  
To help unfold the beauty of your dream.



# A Tribute to the Founders

By Eunah Temple Holden

The Delta Kappa Gamma Society is unique in the annals of organizations. Born of noble aspirations and nurtured faithfully during the past 29 years, the Society can best be interpreted through its achievements; its future, predicted in terms of the sustained efforts of its 62,000 members in carrying out the program of work.

Living and learning are as interrelated now as on May 11, 1929. Education continues as a means of individual development and of social progress. Our cultural heritage does not offer escape from the vicissitudes and practicabilities of life, but provides the informed person with effectual ways of wrestling with them.

Today, questions concerning the future of women in education, of the diminishing number of women professors and women principals of schools echo the reasons for the inception of Delta Kappa Gamma. Then, as now, there were differences of opinion on the methods best suited to dealing with unjust discrimination. (Controversy is ever allied with creativity in any era of decisions.)

Addison once wrote: "Great souls by instinct to each other turn; demand alliance." Certainly motivation becomes a salient force for success when entrenched in a personality characterized by integrity, dedication and indomitable forthrightness. In Dr. Annie Webb Blanton, recognized for her vision and decision in educational circles of Texas and of the nation, motivation was promptly resolved into action.

Those of you who knew her intimately in her prime will recall her strengths as well as her frailties—her reserve, which slight acquaintances considered aloofness; her unswerving determination, that a few people termed dogmatism; her patience, which occasionally gave way to righteous indignation; her indefatigable energy, that never faltered in the founding of 80 chapters and 35 state organizations.

Today, we pay tribute to her wisdom and to her achievements. Calvin Coolidge once reminded us that "No person was ever honored for what he received. Honor has been the reward for what he gave." And Dr. Blanton richly gave—professional leadership, business acumen, prophetic guidance as she envisioned the chapter, state and national character of Delta Kappa Gamma.

All of you know the story well of her enlisting the interest of 11 other women who were eminently successful in varying educational work. History does not record the personal reasons for their affiliation. The important fact is that—in varying degrees at least—they became imbued with the necessary zeal to share in organizing the Society. As Locke pointed out, "The actions of men are the best interpreters of their thoughts."



Probably we should remind ourselves, however, that these Founders were very human people. They carried heavy family responsibilities; they held offices in religious and professional groups; they supervised extra-curricular activities and engaged in community projects. Although they risked their security and the loss of employment by working in the new Society, frowned upon by masculine educators, none the less they gave generously of time and energy as they crusaded on behalf of women teachers.

Success did not just happen to the Founders. It was organized, preempted, captured by diligence and concentrated common sense. Their "sincerity gave wings to power."

Have you considered how wise the Founders were to enunciate five centers of initiative in those early days instead of a narrowly restricted, single purpose? Have you thought of the foresight evidenced in the organizational structure of the Society? Or have you tried to evaluate the total impact upon education in this country over the past 29 years made by the broadened perspective of the thousands of members?

The beginning must be fraught with many disappointments such as encountered in any new enterprise. Doubtless the Founders discovered, as has Robert Frost, that "The world is full of willing people: some willing to work and the rest willing to let them." Or, as another wit has phrased it, "After all is said and done, usually more is *said* than *done*." Today, devout thanks go to those Founders who were the "doers".

In the drawing room at International Headquarters hangs the portrait of the beloved leader. At night a directed shaft of light enkindles life within Dr. Blanton's face. As the observer studies her expression, he can almost sense her admonition to carry on the traditions of Delta Kappa Gamma, to redouble efforts in elevating women and in strengthening the teaching profession. And, while one muses on the past, if he turns, he can see the reflection of the portrait caught in the window ninety feet away across the court and repeated yet again in still another window beyond. How typical of the influence of the Founder as it goes on and on and on, reflected in the windows of countless souls around the world.

Time is laden with rich experiences which give meaning to our existence. For it is the deft artistry by which wisdom is distilled through the years as they pass that enables us to understand the significance of the present and to plan for the future which lies ahead.

Today we pay tribute to the Founders for their unyielding courage, which has inspired those of us less brave; for their strength of purpose, which has generated intellectual power in others; for their emphasis upon the beautiful, which has enriched the culturally immature; for their dedication, which has bound us all in sacrificial service; for their faith in the capacity of women for sustained, united effort in educational progress.

God grant that we, like the Founders, may have the will to translate our vows into deeds, performed.



## The International President's Page

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By Margaret Boyd

My first inclination is to bring you New Year's greetings. Sadly I realize that it will be spring before this issue reaches you, but spring or fall, summer or winter—I bring you greetings and good wishes. I predict for Delta Kappa Gamma—important events and worthwhile achievements for the year ahead, whether the year be January to January or June to the following June.

At the moment one of the most important events before us is our Minneapolis convention, August 11 to 16. I am certain that you have marked that date on your calendar and that you are now studying schedules, plane or bus or train, or tracing routes on a road map.

We have been extremely fortunate in securing for our banquet speaker the Honorable Edith Green of Oregon, member of the Congress of the United States and of two of its important committees—Education and Labor, and Interior and Insular Affairs. We will be privileged also to have Dr. Dora V. Smith, professor of education at the University of Minnesota, as our Birthday Luncheon speaker.

In addition to the special features planned by our Minnesota members, we will have an evening of "Education Abroad" with member participants who have had unusual experiences overseas. A morning will be devoted to serious consideration of our seven purposes and their place in the educational program of our country. At this meeting every member present will assist in determining the future policies of Delta Kappa Gamma. Each will have an opportunity, in small groups, to exchange experiences, to share insights and to become aware of our responsibilities. We shall attempt to identify problems, formulate questions and produce answers.

Each committee will have items of importance to place before you. This convention may well prove to be the spark necessary to generate a program of vision and vitality for the future. We will have with us an experienced and effective Headquarters Staff, a sincere and dedicated Administrative Board, an Executive Board whose members possess intelligence and good judgment to reach sound decisions, and past officers willing to lend a helping hand.

The success of our convention, however, will rest upon the membership attendance and the good will, the understanding, the enthusiasm, the vision and the love of those present.

A second event of importance is our special Founders' Day or Rededication Day during May. This should be a day set as near as possible to the founding date, May 11. Suggestions and materials have been sent you by the International Committee on Rituals and Ceremonials. These have also been published in the *News* and in your state publications. On this day we shall not only pay tribute to our Founders, who created the ideals of our Society, but also rededicate ourselves to these ideals. It is hoped that every member, all 62,000 or more of us, will attend one of these 1958 Founders' Day meetings.

During the last ten years many of us have entertained guests from across the seas. Their opinions of America and Americans have been varied. For one opinion expressed, someone else expresses the opposite. Although there is a diversity of opinion on many aspects of our life, there are usually two things on which they agree: we are a friendly people, kind and considerate, and we love to organize. They comment on our widespread and numerous organizations—frivolous, serious, religious, educational, large, small—for all purposes, for no purpose at all.

We know of no complete catalogue of the professional organizations of educators in the United States, but the Educational Directory and the NEA Handbook together list more than seven thousand, five hundred. These voluntary organizations have contributed much to the teaching profession. Recently a professional publication set forth, carefully and thoughtfully, criteria by which these organizations may be appraised.

Our convention may well be a time of appraisal of our Society and of ourselves as members of Delta Kappa Gamma. Do we have pride in belonging? Do we view Delta Kappa Gamma as a fellowship of service? Do we have a deep sense of responsibility to carry out those obligations we assumed when we accepted membership? Have we seized the opportunities for growth provided by our Society? Have we raised the morale of our members? Have we influenced the careers of individual teachers? Have we presented opportunities for developing qualities of leadership? Have we assisted in raising the level of education in our country? Affirmative answers from the devoted and thoughtful membership of the present will justify the existence of The Delta Kappa Gamma Society and will enlist the active career-long support of persons now entering our fellowship.

# Minneapolis --- City of Waters

THE teacher in you may have a struggle with the woman in you when you come to Minneapolis next August, that is, if the time free between sessions of the Delta Kappa Gamma convention should be limited.

Of course, you might resolve the struggle before it begins by coming a day early, thus finding time to see Minnehaha Falls and the statue of Hiawatha and Minnehaha, so you can tell your pupils about them—and time also to visit Southdale, than which there is no more exciting shopping center.

If you must make a choice, buy a postcard picture of Minnehaha Falls and turn, conscience-free, to the mecca of shoppers on the southernmost edge of Minneapolis. You will recognize Southdale by vast parking areas around a three-story aggregation of buildings. Each parking space is identified by a kangaroo, a rabbit or a bear, reminding you of the bus labels for kindergarteners and there for the same purpose—so you will know where to find your car when you come out.

Inside, all under one roof, air-cooled in summer and warmed in winter, are sauntering areas around a two-story central court with fountains, benches, tall bird cages, sidewalk-type restaurants and the famous Harry Bertoia "Golden Trees" metal sculpture, which forms a ground level to second-story ceiling screen. Ranged back of these are shops and stores of all kinds, from Woolworth's

to the most exclusive apparel stores; tot shops; shoes, book, candy, flower and grocery stores; even banking facilities.

If you want to stay for lunch or dinner, there are tearooms in Donaldson's and Dayton's department stores; if you want to park your child, there is a nursery downstairs or a pushcart to take along. No one has really visited Minneapolis who has not seen Southdale.

By Bernice D. Gestie



Southdale has not, however, outmoded Minneapolis' famous downtown shopping center. Nicollet Avenue still has the great department stores and specialty shops, long associated with its name, and is only two blocks away from the Leamington Hotel, where the convention will be housed.

This conveniently located and commodious hotel is within three blocks of downtown Catholic, Christian Science, Friends, Lutheran and Methodist churches and not more than a mile, or a short cab ride, from Baptist, Congregational, Episcopal, Jewish and Unitarian services. For auto travelers, the Curtis motel is just across the street and the Fair Oaks a mile away.

If you are an outdoor enthusiast, perhaps you should come to Minneapolis two weeks early and participate in its Aquatennial Festival—a full week when gaiety holds sway with day and night parades of fabulous floats and marching units, sailboat regattas on one of the 11 lakes inside the city, the Aqua Follies water show under the stars at another, all kinds of outdoor color and activity. Even if you wait until convention time to come, you will see some of the lakes, for one of the dinners will be held at a club on the shores of beautiful Lake Calhoun. Here young and old find swimming, fishing, canoeing, skating, iceboating and ice fishing, at one season or another. If you like baseball, there are the Millers in their new  $4\frac{1}{2}$  million dollar stadium.

If art is more to your taste, there

are two museums almost within walking distance (it depends upon your habits). The Minneapolis Institute of Art houses one of the finest collections of Oriental art in the world, and Walker Art Center is noted for its fine collection of jade, its contemporary design department, its rental library of paintings and its outdoor concerts. Farther away are the Swedish Museum of Arts and the University of Minnesota gallery. The Minneapolis Vocational High School, with its own shop where items made in its trade departments are on sale, is just across the street from the hotel.

At the University of Minnesota, about two miles away, the summer session will be on at the time of the convention. Here the campus is about ready to jump across the Mississippi—pushed by growing population, both campus and city. If you come back a year from now, you may join the students as they park their cars across the river, then stand on the moving sidewalk which will carry them across to their classes.

Don't leave the Twin Cities without meeting the other twin. Just east, without any perceptible dividing line, is St. Paul, the older city, location of the state capitol, the agricultural campus of the university and four private colleges—Hamline, Macalester, St. Catherine's and St. Thomas. Minneapolis has Augsburg. There, too, is the summer symphony, an ice skating and music combination that provides a happy evening in the auditorium. The skaters are homegrown, the chorus drawn from St.

Paul's fine tradition of home music, the symphony in part made up of members of the famous Minneapolis Symphony Orchestra.

Minnesota members of Delta

Kappa Gamma are happy to welcome you to their state and to Minneapolis—"City of Waters"—rivers and lakes.



### Tribute to a Teacher

By Josephine Irby Lester

Here's to the one who leads me on the way  
Of knowledge while communing day by day.  
One who can share his learning's deepest store  
And make me eager to know more and more  
Of math and science, art and history  
Of music and the world's great poetry;  
About the universe and how mankind  
Keeps striving greater happiness to find.  
The things that man has done and still must do—  
All these and more are brought within one's view.  
So while in body, spirit, mind, I grow  
Deep within I've come really to know  
Your precepts will stay with me to the end—  
My mentor, counselor and faithful friend.



# In Memoriam

*To live in hearts one leaves behind is not to die*

## Alabama

Mrs. Janie B. Davis, Alpha Eta, Lineville, August 30, 1957

## Arizona

Mrs. Delle M. Durkin, Iota, Yuma, November 20, 1957

## Arkansas

Miss Blanche Martin, Gamma, Little Rock, February 10, 1958

## California

Mrs. Bina Fuller, Alpha Mu, Santa Maria, October 30, 1957

Miss Marie Elizabeth Smith, Alpha Gamma, Orange, November 8, 1957

## Colorado

Mrs. E. C. Babcock, Alpha, Denver, November 10, 1957

## Idaho

Miss Lena Whitmore, Epsilon, Moscow, December 1, 1957

## Illinois

Miss Anna Rachel Anderson, Theta, Galesburg, December 3, 1957

Dr. Mary A. Bennett, Theta, Macomb, August 12, 1957

Miss Maude Mayhew, Alpha Kappa, Carbondale, November 30, 1957

Mrs. Pearl Augspurger McCoy, Iota, Chicago, April 8, 1957

## Indiana

Mrs. Emily Harris, Tau, Columbus, October 22, 1957

## Iowa

Miss Virginia Cunningham, Alpha Gamma, Washington, November 11, 1957

## Kansas

Miss Margaret Browne, Sigma, Topeka, November 5, 1957

Mrs. Mabelle Sprey Ehlers, Eta, Manhattan, July 2, 1957

Miss Ruth Hartman, Eta, Manhattan, August 24, 1957

Mrs. Marguerite Meade, Alpha Mu, Anthony, October 22, 1957

Miss Bessie Miller, Delta, Kansas City, December 21, 1957

Mrs. Nellie Obrecht, Sigma, Topeka, January 21, 1958

Miss Lena Paige, Sigma, Topeka, September 19, 1957



**Kentucky**

Miss Helen J. McBride, Alpha, Louisville, November 21, 1957

**Louisiana**

Mrs. Malvin Bourg, Iota, Houma, August 24, 1957

Miss Hixie Davidson, Zeta, Shreveport, December 30, 1957

**Massachusetts**

Mrs. Elizabeth Newell, Gamma, Medford, May 21, 1957

**Minnesota**

Miss Annabelle Thomas, Alpha, Minneapolis, December 28, 1957

**Mississippi**

Miss Lilly M. Bowen, Zeta, Biloxi, January 1, 1958

**Nebraska**

Miss Ila Newbecker, Alpha, Sargent, November 13, 1957

Miss Alfreda Smith, Nu, Norfolk, December 19, 1957

**New Jersey**

Mrs. Eleanor B. Rogers, Beta, Collingswood, December 29, 1957

**New York**

Miss Ebba H. Goranson, Kappa, Jamestown, December 10, 1957

**Ohio**

Mrs. Kathryn Ann Haynes, Beta Tau, Waverly, January 17, 1958

Miss Margaret Johnson, Alpha Lambda, Nelsonville, December 14, 1957

**Oklahoma**

Mrs. Carrie Patman, Theta, El Reno, January 5, 1958

Miss Glen Records, Theta, El Reno, December 18, 1957

Miss Nellie Waterman, Mu, Chickasha, June 16, 1957

**Pennsylvania**

Miss Elizabeth F. Robb, Omicron, Lock Haven, August 17, 1957

**South Carolina**

Miss Elizabeth Baskerrill, Kappa, Orangeburg, June 18, 1957

Miss Louise P. McDill, Eta, Union, November 25, 1957

**South Dakota**

Miss Mamie Fairbrother, Eta, Hawarden, Iowa, August 10, 1957

**Tennessee**

Mrs. Lillian A. Pedigo, Zeta, Knoxville, November 12, 1957

Mrs. Elnora Walker, Alpha, Chattanooga, November 20, 1957

**Texas**

Mrs. Laura Barber, Beta Epsilon, Colorado City, December 17, 1957

Mrs. W. R. Bishop, Alpha Epsilon, Athens, November 8, 1957

Miss Ruth Kirkman, Delta, Fort Worth, December 13, 1957

Miss Ruth Suttle, Alpha Iota, Wharton, December 28, 1957

**Utah**

Miss Evelyn Turner, Delta, Ogden, December 16, 1957

**Washington**

Mrs. Bertha H. Jones, Delta, East Stanwood, August 26, 1957

Miss Nettie Larson, Alpha Delta, Seattle, August 2, 1957

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